MANITOBA

ANNUAL REPORT
1982

The Department of Education

Annual Report
Department of Education

For the period ending December 31, 1982

Rapport annuel
Ministère de l'Education

Pour la période se terminant le 31 décembre 1982

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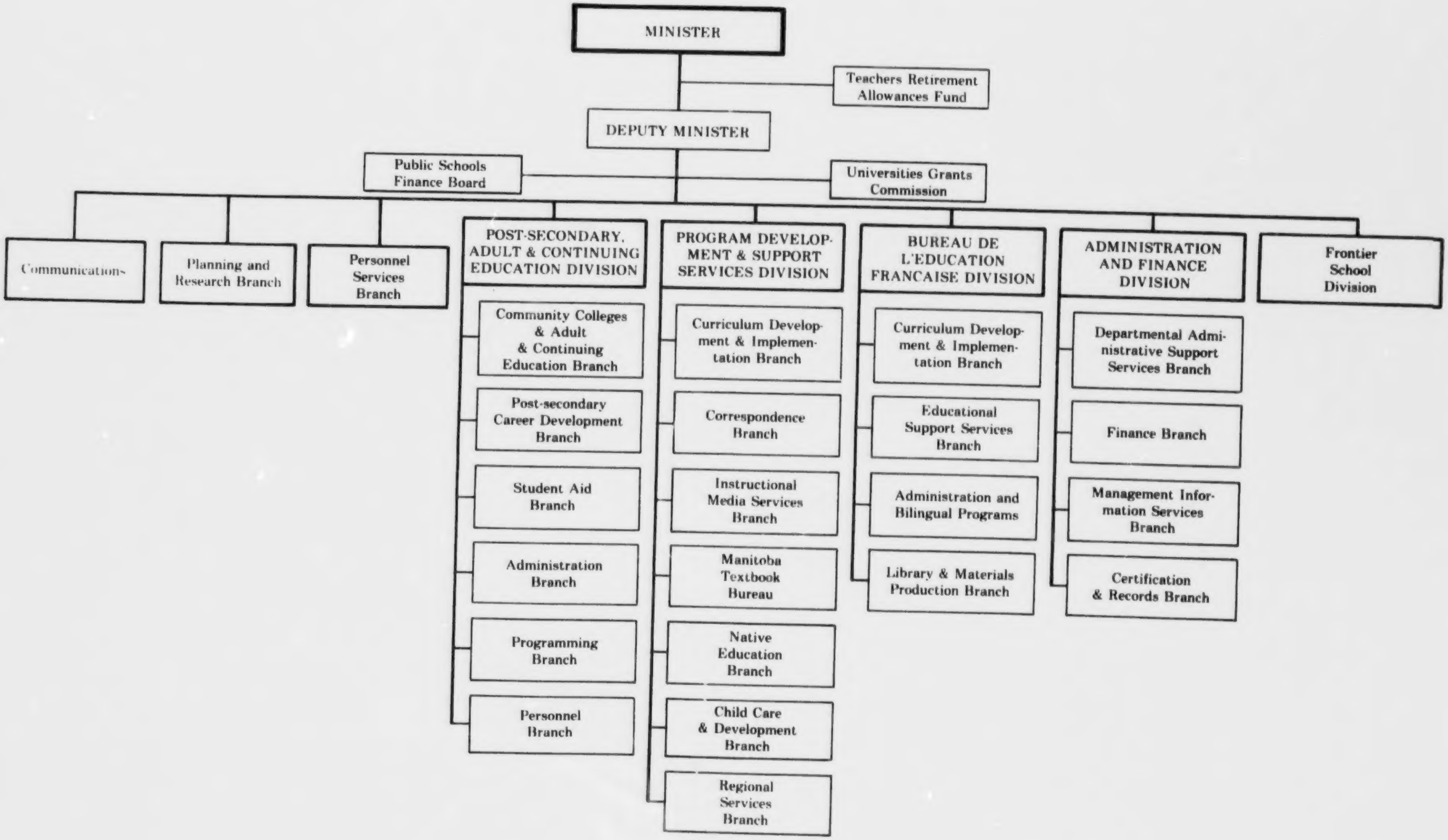
MINISTER
Teachers Retirement Allowances Fund
DEPUTY MINISTER
Public Schools Finance Board
Universities Grants Commission
Communications
Planning and Research Branch
Personnel Services Branch
POST-SECONDARY, ADULT & CONTINUING EDUCATION DIVISION
Community Colleges & Adult & Continuing Education Branch
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Student Aid Branch
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PROGRAM DEVELOPMENT & SUPPORT SERVICES DIVISION
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Instructional Media Services Branch
Manitoba Textbook Bureau
Native Education Branch
Child Care & Development Branch
Regional Services Branch
BUREAU DE L'EDUCATION FRANCAISE DIVISION
Curriculum Development & Implementation Branch
Educational Support Services Branch
Administration and Bilingual Programs
Library & Materials Production Branch
ADMINISTRATION AND FINANCE DIVISION
Departmental Administrative Support Services Branch
Finance Branch
Management Information Services Branch
Certification & Records Branch
Frontier School Division

THE HONOURABLE PEARL McGONIGAL
LIEUTENANT-GOVERNOR OF MANITOBA

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the Annual Report of the Ministry of Education, for the fiscal year beginning January 1, 1982 and ending December 31, 1982.

Respectfully Submitted,

Maureen Hemphill
Minister of Education

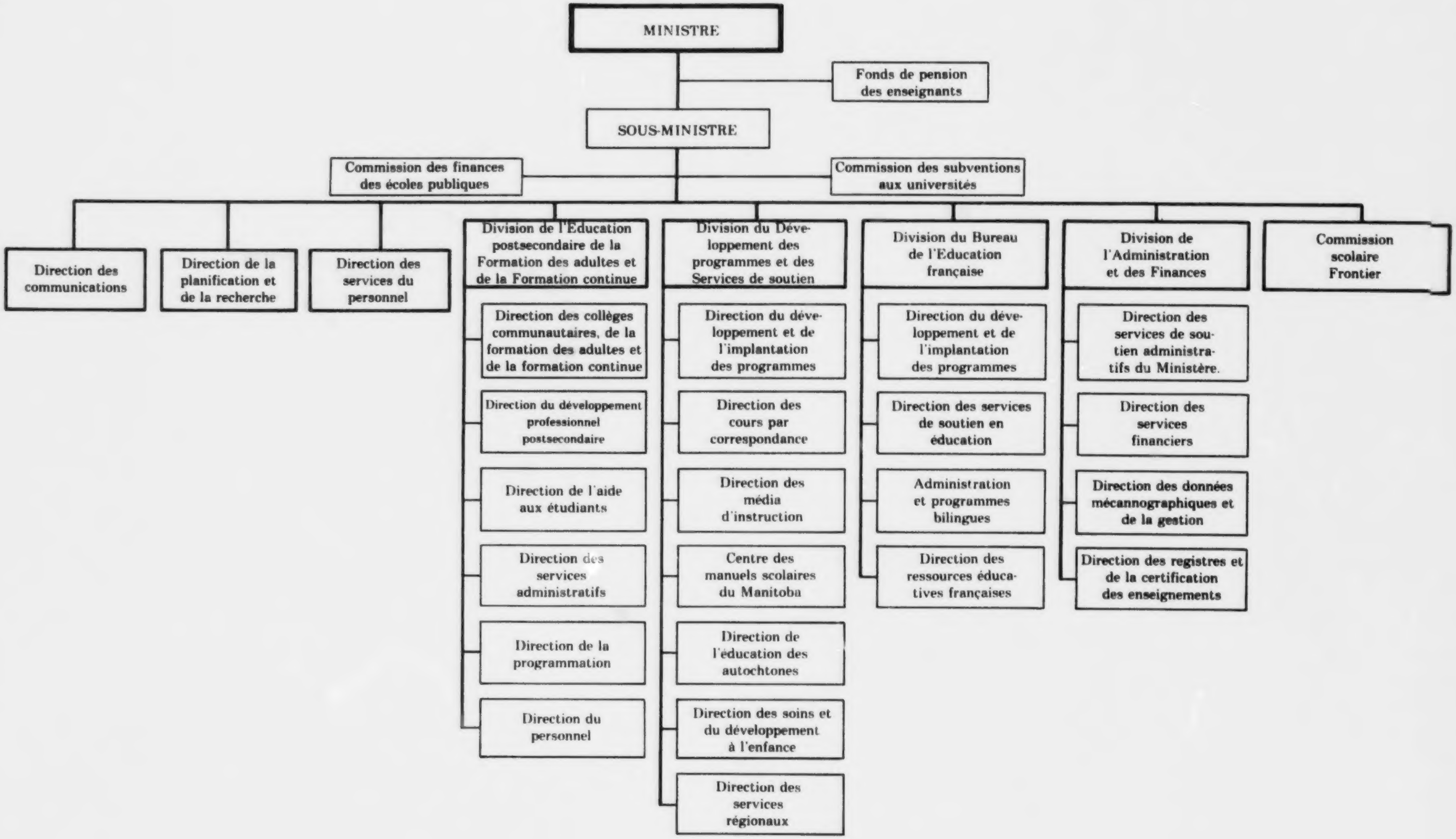
L'Honorable Pearl McGonigal
Lieutenant-gouverneur du Manitoba

Madame,

C'est un privilège pour moi de présenter, pour votre information et pour celle de l'Assemblée législative, le rapport annuel du Ministère de l'Education, pour l'année fiscale commençant le 1er janvier 1982 et se terminant le 31 décembre 1982.

Veuillez agréer, Madame, l'expression de ma considération distinguée.

Le Ministre de l'Education,
Maureen Hemphill


MINISTRE
Fonds de pension des enseignants
SOUS-MINISTRE
Commission des finances des écoles publiques
Commission des subventions aux universités
Direction des communications
Direction de la planification et de la recherche
Direction des services du personnel
Division de l'Éducation postsecondaire de la Formation des adultes et de la Formation continue
Direction des collèges communautaires, de la formation des adultes et de la formation continue
Direction du développement professionnel postsecondaire
Direction de l'aide aux étudiants
Direction des services administratifs
Direction de la programmation
Direction du personnel
Division du Développement des programmes et des Services de soutien
Direction du développement et de l'implantation des programmes
Direction des cours par correspondance
Direction des média d'instruction
Centre des manuels scolaires du Manitoba
Direction de l'éducation des autochtones
Direction des soins et du développement à l'enfance
Direction des services régionaux
Division du Bureau de l'Education française
Direction du développement et de l'implantation des programmes
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Administration et programmes bilingues
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Direction des services de soutien administratifs du Ministère.
Direction des services financiers
Direction des données mécannographiques et de la gestion
Direction des registres et de la certification des enseignements
Commission scolaire Frontier

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ADMINISTRATION AND FINANCE DIVISION

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- Certification & Records
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PUBLIC SCHOOLS FINANCE BOARD

POST SECONDARY, ADULT AND CONTINUING EDUCATION DIVISION

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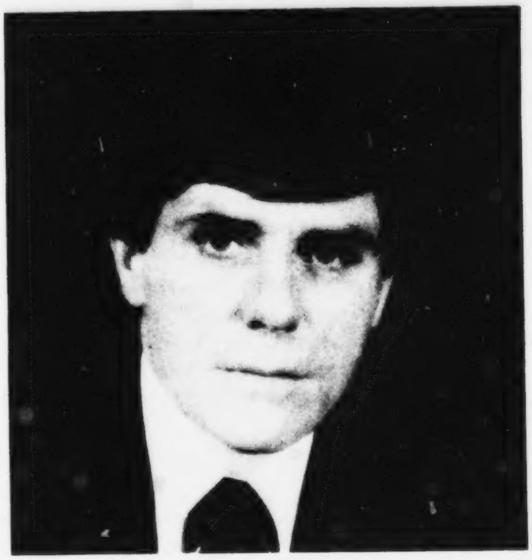

REPORT OF THE DEPUTY MINISTER

For the Department of Education, the year 1982 has been one of significant change. Greater consultation and participation in decision-making has been encouraged. The Department's structure has been altered to simplify the organization, to regroup like functions, and to meet emerging needs.

Through reallocation of existing resources, several new initiatives have been undertaken. A support program for small schools, guidelines for school closures and educational opportunities to gain first hand experience about Manitoba's rich and varied cultural heritage are examples of programs which have been implemented. Major reviews of issues such as the role of computers in education and education finance have also been launched.

During the next year, the prime focus of the Department will be on the consolidation of these new thrusts. With a committed, dedicated and able civil service, I look forward to meeting these challenges.

RAPPORT DU SOUS-MINISTRE

Au ministère de l'Education, l'année 1982 a été marquée par plusieurs changements significatifs. Une concertation et une participation accrues dans la prise de décisions ont été encouragées. La structure du ministère a été modifiée en vue d'une simplification et d'un regroupement des tâches analogues. Cette mesure vise également à répondre aux nouveaux besoins.

La redistribution des ressources disponibles a permis la réalisation de plusieurs projets: un programme d'appui pour les petites écoles, la formulation de directives face à la fermeture d'écoles, un programme d'échange qui permet aux élèves de vivre des expériences éducatives relatives à la richesse multiculturelle du patrimoine manitobain. Des études importantes sur des sujets tels que le rôle de l'informatique en éducation et le financement de l'éducation ont également été entreprises.

Au cours de la prochaine année, nos principales visées seront de renforcer ces nouvelles initiatives. Avec le support continu d'une fonction publique compétente et dévouée, je me réjouis à l'avance de relever ces défis.

PROGRAM DEVELOPMENT AND SUPPORT SERVICES DIVISION

The Program Development and Support Services Division was reorganized in September, 1982 to contain all of the major sections which deal directly with curricular issues and student needs. The Division consists of the following seven branches: Curriculum Development and Implementation, Native Education, Instructional Media Services, Correspondence, Child Care and Development, Regional Services, and The Manitoba Text Book Bureau. Each of these branches is reported on separately in the following pages, except for Regional Services which is not yet formed.

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

This branch was formed to include the functions and staff of the former Curriculum Development, Curriculum Services, Measurement and Evaluation, and Vocational Education groups.

Objectives

1. The identification of goals and objectives for the overall K-12 curriculum.
2. The identification and provision of curriculum guidelines and supports for a basic core curriculum.
3. The development and provision of additional curriculum guides and support materials for schools.
4. The continuous review of provincial programs and articulation throughout the education system, public school, and post-secondary.
5. The provision of in-service training, teacher workshops, classroom demonstrations, and assistance in the implementation of new or revised curriculum guidelines.
6. The provision of professional development to:
   - (a) improve teaching practices through teacher inservice;
   - (b) provide upgrading programs to assist teachers to identify and develop resource materials and adapt curriculum to local needs.
7. The provision of opportunities to liaise with special area groups, faculties of education and the various educational associations and organizations.
8. The provision of systematic information on student achievement in selected curricular areas to professional educators, government and general public by means of an ongoing assessment program.

Organization

A representative committee structure composed of a Curriculum Policy Review Council and three program review committees (the early years, the middle years, and the senior high years) is integrally involved in the program development, implementation and review process. The major provincial organizations in education (the Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents) along with members of the post-secondary institutions, the Department of Education, and the larger community are represented on the Council and its supporting committees. Department of Education personnel provide the necessary assistance and liaison for the operation of the Council and the committees which meet regularly throughout the year. K-12 Working Parties and curriculum committees in the various areas of the school curriculum, largely composed of practicing teachers, are part of the structure and are responsible for the development of the detailed programs and courses.

Activities

Curriculum Policy Review Council and Program Review Committees

During the course of the year, Council and committees were involved in a variety of activities related to the school curriculum. A number of details are reported under the individual subject headings that follow. Some of the more general highlights are listed below.

- Recommended approval for pilot programs in Chemistry, Physics, Mathematics, Biology, Social Studies, Computer Awareness, Computer Science, Art, OEC Mathematics, Science, Social Studies and Language Arts, and English Language Arts.

- Recommended a task force be established to develop proposals for the introduction of Lifeskills concepts into grades 5 to 9 to complement the Lifestyles credit course developed and piloted at the high school level. A report of the work of the 5-9 Lifeskills Task Force was reviewed by Council and referred to the three program review committees.

- Continued its emphasis on the overall process of curriculum implementation and proposed a series of regional meetings with school trustees, administrators, and teachers to discuss various aspects of curriculum development and implementation, with emphasis on the respective responsibilities to school divisions and the Department of Education. To date, one such meeting has been held in Neepawa, to which neighbouring divisions were invited. Council also hosted a meeting for trustees and superintendents of the Greater Winnipeg school divisions. Both meetings were particularly successful in information sharing.

- Proposed a joint undertaking by the Department and the various educational organizations to provide current and accurate information to the general public regarding the school system, utilizing the print and broadcasting media.

- Established a sub-committee of Council to develop an overall strategy for curriculum implementation, to include a plan of action for the professional development of principals in the area of curriculum.

- Reviewed the Computer Awareness Task Force K-12 Report and recommended the establishment of a Computer Awareness curriculum committee K-9. The topics of computer education and awareness for the student and teacher preparation and professional development needs in computer education were reviewed. The role of the Department in the whole area of computer education continues to be the subject of discussion.

- Discussed the International Baccalaureate program and requested that the Middle Years and Senior High Program Review Committees examine existing school programs with a view to determining the extent to which the needs of the gifted are being met.

- Adopted a position statement on the use of calculators in the schools submitted by the Mathematics Working Party.

- Adopted a paper, "Program Review Structure — Revised April 1981," which outlined the purpose, roles, functions, and responsibilities/relationships of the various components of the Program Review Structure. Also adopted was a step by step list of procedures, entitled "Operational Procedures of Program Review Structure." Both papers clarified the purpose, organization, and operations of the Program Review Structure and were the culmination of events resulting from an expression of concerns regarding coordination received by Council in June, 1980. Council also agreed to explore ways and means of improving communications with the various groups involved in education.

- Expanded the "Core" document, initially developed by Council in 1980, to include curriculum implementation guidelines and responsibilities and learning goals and objectives for Early and Middle Years. The revised document has been approved by the Minister; was distributed in March, 1982, and will be included in the Administrative Handbook.

- Met with representatives of the Faculties of Education. Responsibilities of the Faculties, analogous to those outlined for department and school divisions, were addressed in a position paper and agreed to by Council and Faculty representatives as perceived goals to be worked towards.

- Recommended a field review of the proposed Senior Years English Language Arts curriculum, undertaken jointly by the Senior High Program Review Committee, the K-12 English Language Arts Working Party and the Senior High English Sub-Committee. The results of the survey showed that teachers generally supported the direction of the new program, but that a majority opposed the dropping of the course numbering system. The revised program began to be field tested within the existing course numbering system in September. A position paper outlining the need for intense professional development to support the rationale of the new curriculum and for its implementation was developed.

English Language Arts

The revised English Language Arts Early Years guides (grades K-4) were distributed in the spring and the Middle Years guides (grades 5-8) in the fall.

Senior Years (grades 9-11) piloting commenced in September, 1982. Piloting of grade 12 is projected to commence in September, 1983.

A survey of high school English teachers was conducted in the spring of 1982 for the purpose of sampling teacher reaction to the revised high school program. A majority of teachers supported the program but requested that the current numbering system be retained.

The English Language Arts Materials Committee continued its task of reviewing published material. New materials were listed for grades K-9 in the Manitoba Text Book Bureau Catalogue in 1982. Some materials were identified for piloting at the senior high level.

Writing workshops and summer courses continued with the addition of a writing course through the University of Brandon this year. Twenty-four teachers attended at the University of Manitoba course and fifteen in Brandon.

The major thrust in this area was the implementation of the English Language Arts curriculum guide K-9. To this end, two types of workshops were held:

1. awareness sessions for divisional leadership teams,
2. awareness sessions for teachers.

In addition, workshops were given in specific areas of the Language Arts program.

In August, a three-day training seminar for resource personnel was conducted for those teachers from the various school divisions who were willing to give workshops. This was designed to increase the number of resource persons available to local school divisions.

Mathematics

The curriculum guide entitled *Mathematics 104, 101, 100* was completed in final form during July, following its interim year, and was distributed to all schools in early September, 1982. The textbook, *Math Matters, Plus 1*, designed specifically for the Manitoba Math 101 program, was completed and distributed to schools in December, 1982.

The interim curriculum guide *Mathematics 204, 201, 200* was completed in August following pilot programs in each of Mathematics 204, 201, and 200, and was distributed to all schools in October, 1982. The document, *Exercises to Accompany Mathematics 201*, was prepared during the summer of 1982 and was distributed with the interim guide to each teacher of Math 201 in an attempt to lessen the preparation necessary for a new course without suitable textual resources.

The Mathematics Development-Writing Committees completed the identification of content objectives for grade 12 mathematics by July, 1982. The pilot guide, *Mathematics 304, 301, 300*, was completed and a pilot program for grade 12 mathematics was approved and established for September in 25 regionally distributed Manitoba schools.

A series of seven, one-day regional orientation in-service sessions for Mathematics 104, 101, 100 was conducted in April and May by members of the mathematics committees and pilot teachers. These sessions introduced grade 10 mathematics teachers to revised programs which were implemented in September, 1982.

Motion Geometry modules for teachers of grades 4 to 9 mathematics were completed and kits were assembled for loan to schools. Utilization has been high.

Problem Solving Handbooks were developed at the K-2, 3-6, and 7-9 grade levels. These handbooks relate problem solving activities to the various sections of the provincial curriculum.

Mathematics enrichment workshops were held at five regional centres with Dr. Larry Ridge, University of Toronto, as the resource person. Teachers were given valuable instruction on the motivation of mathematics learning.

Computer Science

The Computer Science curriculum committees completed the identification of content objectives and the development of pilot guides for a new course entitled Computer Awareness 105 and for a revised Computer Science 205 program. Pilot programs were approved and established in Computer Awareness 105 and Computer Science 205. Curriculum development was begun for K-9 Computer Awareness.

Pilot projects were operated in Brandon and River East school divisions and are projected into 1983. In Brandon, micro-computers are being used to teach computer awareness in grades K-9 and in River East, software from various sources is being evaluated for use in a computer assisted learning mode for high school Mathematics and Science.

The computer network continued to operate in 37 high schools, with additional support to 15 schools in the CAL consortium. A review of the network was completed and the operation was transferred to the Management Information Services Branch.

The Department became an institutional member of the Minnesota Educational Computing Consortium and, in turn, 20 schools used this software.

Science

Science 100-101 program curriculum guides were published and distributed with the Level 3 support documents entitled "Fossil Fuels" and "Motion and Collisions." Two separate kinds of in-services were conducted. One was an initial awareness one-half day session. The other was a two-day session using either an individualized or group-centred approach with ISIS materials.

Chemistry 200-300 curriculum guides were piloted. Teacher feedback was obtained on the basis of which the Chemistry 200 guide was rewritten.

The Physics 200-300 curriculum guides were developed. Physics 200 was pilot tested in seven schools, the feedback on which was used to rewrite some sections. The pilot was extended to 15 schools and continued through the year.

The Biology curriculum was distributed to teachers who were surveyed as to their reactions. The results of the survey were also distributed to the Biology teachers. Arrangements for piloting were made during the latter part of the year. The pilot is scheduled to begin in spring, 1983.

Physical Science 201-301 curriculum committee began meeting and working on development. The design of the guide is expected to be completed in spring, 1983.

At the junior high level, in-services were conducted in areas where teachers required more background information on the following topics: weather and climate, space science, earth science, biological techniques, energy awareness, and metrics in science. Special workshops were designed at both the junior high and elementary levels to promote the application of science to technology such as lapidary and computer science.

The provincial Science Safety guide was distributed to all senior high schools early in 1982. Workshops on the implementation of the guide were planned for 1983.

Social Studies

The Social Studies final K-6 grade guides were prepared, published and distributed. As well, the interim Social Studies 7-9 grade guides were written, published and distributed. New materials for the grades 7-9 programs were identified and listed in the Manitoba Text Book Bureau Catalogue. A Social Studies K-9 Supplementary Learning Resource catalogue was also prepared and a copy was distributed to each school teaching all or a part of the K-9 program.

The grades 10 and 11 Social Studies programs have been developed sufficiently for field testing and piloting. The process of identifying basic resource material for these programs is continuing. The grades 10 and 11 interim grade guides should be available for the fall of 1983. The grade 12 World Issues course (optional) will be developed sufficiently for field testing in the fall of 1983.

Orientation programs in Social Studies were held in 42 school divisions during the past year. School divisions are being requested to set up plans and schedules over the next four years to allow for an orderly implementation of new curricula. Currently the emphasis is on K-9 programs.

Vocational Industrial and Practical Arts Programs

Vocational Industrial

Curriculum guides were completed and support materials were identified for Auto Body Repair 103, 203, 303; Commercial Art 103, 203, 303; and Cosmetology 103, 203, 303. The program guides were distributed and the programs implemented in September, 1982. Curriculum committees for Carpentry, Machine Shop, and Welding met to identify and design core and optional blocks of instruction for 103, 203, 303 levels of these programs. Implementation began in fall, 1982. Three additional vocational industrial programs have been designated for review — Electricity/Electronics, Food Services, Power Mechanics.

Technical workshops were planned and conducted for teachers in Photography, Building Construction, Cosmetology, Food Services, Power Mechanics, Graphic Arts, Drafting, and Commercial Art.

Requests for equipment replacement and facility upgrading continued as a significant need for consultation in these schools. New programs were introduced in ten schools with a total of 22 courses.

Business Education

Curriculum guides were completed for Data Processing 202 and 302. The curriculum committee completed its review and development of Exploration of Business (grade 9). Implementation continued during 1982 for Accounting 202, 302; Office Procedures 302; Shorthand and Transcription 202, 302; Typewriting 102, 202, 302; Retailing 102; Relations in Business 202; Promotions 202; Management 302; Marketing Practicum 302; General Business 101; Business Principles 201; Economics 301; and Law 302.

A series of full-day workshops were held in Thompson, The Pas, Dauphin, Grandview, Carberry, Brandon, Steinbach, and the northeast sector of Metro Winnipeg. In-service topics included: recent changes in business education; the course cluster concept; program development; the electronic office; curriculum review (concurrent sessions for each of the four major clusters); and an overview of the major changes in the new guides.

Fall workshops ("New Trends" in-services) were held for the Winnipeg-South region, Selkirk-Interlake, St. James, Winnipeg, and Agassiz School Divisions. A series of technical workshops were planned on a regional basis, for the province as a whole, to deal with computer applications in business education.

Home Economics 7-9

The curriculum committee for Home Economics completed the revision of the curriculum guide. Concepts and objectives were developed and resources and teaching strategies were identified for three areas of study — Human Development, Nutrition and Foods, and Clothing and Textiles. This curriculum guide will be implemented in 1983.

Regional workshops in The Pas, Brandon, and Winnipeg for the Eastern Regions centred on the use of computer programs in Home Economics and Outdoor Education. Teachers participated in the program at all in-services.

Special attention was given to the completion of the revision of the junior high school Home Economics curriculum. The curriculum was revised to reflect the philosophy of the Middle Years Program Review Committee to:

- de-emphasize the sex bias in roles and expectations normally assigned to Home Economics and Industrial Arts programs; and
- minimize the sequencing of courses to enable students to participate in a wide variety of experiences by providing an exploratory program, particularly at the introductory level.

Industrial Arts 7-9

Work continued on the revision of the junior high school Industrial Arts curriculum. The curriculum committee prepared objectives and identified resources and teaching strategies for core and optional modules for the following clusters of study: Construction; Electricity/Electronics, Power Mechanics, Power/Energy; Manufacturing, Metalwork, Plastics, Woodwork; and, Drafting, Graphic Arts, Graphic Communications.
It is expected that the revised Industrial Arts 7-9 will be implemented in 1983.

Joint Explorations Program for Home Economics/Industrial Arts, 7-9

Work began on the development of the introductory level of a Joint Explorations Program for Home Economics/Industrial Arts, 7-9. Core objectives for Human Development, Nutrition and Foods, and Clothing and Textiles were identified as were core modules for each of the clusters of study in Industrial Arts.

Equipment lists were developed for courses in: Construction (Carpentry, Masonry, Plumbing, Electrical), Graphic Communications (Drafting, Photography, Graphic Arts), Manufacturing (Metals, Plastics, Woods), Power and Energy (Electricity, Electronics, Power Mechanics).

Extensive teacher visitations were conducted throughout the province and numerous renovations and program additions were supervised.

Special Education Programs

The revision of the Occupational Entrance Course continued. In September, pilot guides completing the initial revision of the total junior high school program were placed in schools.

In July, revision of the senior high school 04 program began — with the exception of Mathematics 04 which is already in the pilot stage. The piloting of these 04 program revisions will begin in September, 1983.

Review of the program, "Towards Independence," continued and will be completed in 1983.

Health Education

The Health Education curriculum guide K-9 is in its second year of piloting in 20 schools. The curriculum was revised in the summer with teacher participation and feedback. It is expected that the curriculum guide will be ready for provincial adoption in summer, 1983.

The program goals focus on understanding basic Health concepts, skills and attitudes that promote and maintain well-being and practicing skills that promote and maintain healthful lifestyles. As well, the curriculum encourages students to adopt positive lifestyle behaviours, increase self-understanding and personal development, recognize the importance of positive human relationships and develop interest in careers in health services. Implementation plans are presently being developed.

Physical Education

Curriculum supplements, to extend the new Physical Education curriculum distributed in 1981, were developed and are in various stages of editing and printing. Supplements printed or presently being developed include: Gymnastics, Low Organized Games, Folk Dance, The Fitness Objective, Training Methods, Modern Rhythmic Gymnastics, Perceptual Motor, Adaptives, Daily Physical Activity, Winter Activities, Playground Activities, Cardiopulmonary Resuscitation (CPR), Guidelines for Interscholastic Sports and Sport Development Skills.

Thirty-two regional workshops were conducted this past year at 31 different sites throughout the province. Content and emphasis for each workshop varied, depending on regional needs. Workshop topics included Cardiopulmonary Resuscitation, Perceptual Motor Programming, Dance, Adapted Physical Education, Gymnastics, Athletic Training, Daily Physical Education, Evaluation and Reporting, Modern Square Dance, and Early, Middle and Senior Year Activities. Workshop locations included Gimli, Brandon, Arborg, Altona, Dauphin, Portage la Prairie, Russell, Minnedosa, Gilbert Plains, Manitou, and a number of Winnipeg School Divisions.

Two provincial workshops were held in March. The High School Workshop, held at Gimli, looked at the necessity of change in high school programming and provided all participants with an opportunity to learn a variety of new activities. The second provincial workshop, Adapting the Physical Education Program for the Student with Special Needs, was held at Bernie Wolfe Community School in Transcona, and featured both discussion and practical sessions as related to physical, mental, sight, and auditory impairments. The Adaptives Workshop was cooperatively sponsored and planned by a consortium of concerned agencies, and the High School Workshop was cooperatively developed by the Manitoba Physical Education Supervisors' and Teachers' Associations.

Art

The K-6 section of the revised Art K-9 guide was developed and piloted. The completed Art K-9 revised guide will be available for distribution in 1983.

Workshops for Art teachers were held at all levels with an emphasis on Art appreciation. Slide kits and films to support the revised curriculum were identified and long range plans for program implementation were laid in conjunction with those school divisions who were ready to proceed.

Health hazards in Art became a concern and a pamphlet to help teachers in the prevention of hazardous conditions was developed in draft form.

Music

The Band, Choral, and Strings/Orchestra programs for Music 10-12 were piloted and the interim guide will be distributed early in 1983. The Guitar 10-12 program was developed and will be available in interim form in 1983.

A series of cassette tapes were developed to assist classroom teachers understand the concepts in the K-6 Music guide. This project was accomplished in collaboration with Instructional Media Services.

A committee was formed to examine new materials in relation to the Music K-6 guide.

Instrumental Music workshops for teachers and students were supported in those areas distant from Winnipeg.

The Artists in the Schools project was again funded jointly with the Manitoba Arts Council. The latter assumed the major responsibility for its organization and administration. Department of Education consultants were particularly involved in the artist selection process and in monitoring the programs in the schools.

Heritage Languages

German

The English-German Bilingual program begun in 1981 in four classes (kindergarten and grade 1) in the River East School Division continued in 1982, increased to seven classes (kindergarten and grade 1), and expanded to the St. Vital School Division.

The revised German elementary curriculum for grades 1 to 6 piloted during 1981, was implemented towards the end of 1982. Textual materials supplied by the West German government have been successful and constitute the primary resource for the curriculum. The services of Mr. Claus Hartwig, the consultant on loan to the Department from the Federal Republic of Germany, have been immensely helpful in the implementation of the program.

Revision of the junior high German curriculum has continued as the grade 7 continued through its second year of piloting and the grade 8 was piloted during this year.

The work on the revision of the senior high German curriculum continued through the year.

An exchange program between Manitoba and the Federal Republic of Germany continues. Manitoba high school students went to Germany while Manitoba hosted German students in turn.

Hebrew

The study of Hebrew is carried on in a number of private schools, in two public junior high schools, and one public senior high school. In September, an English-Hebrew Bilingual pilot program was started at Centennial School, Seven Oaks School Division. Two teachers are teaching this program in one kindergarten and one grade 1 class.

Icelandic

Icelandic is now taught in two schools of the Evergreen School Division.

Italian

The study of Italian continues in two elementary, one junior, and one senior high schools. An inservice day was held for the teachers of Italian in October, 1982.

Latin

Latin is being offered in some private schools and in one public high school.

Spanish

Spanish is on the increase in Winnipeg schools. The new curriculum outline for Spanish was implemented and a new program is being piloted in grade 7 and grade 8 at River Heights Junior High School.

Ukrainian

There are two types of Ukrainian programs in Manitoba schools with a total enrollment of approximately 3000 students in grades K-12.

The English-Ukrainian Bilingual pilot program continued to expand. Six hundred and fifty students were enrolled in grades K-4 during the year.

Implementation of a revised Ukrainian curriculum for grade 7 continued and was begun for grade 8. Revision of grade 9 is expected to be completed in 1983.

Revision of the senior high curriculum, grades 10-12, was completed and implementation continued through the year.

A variety of support materials were prepared, printed, and distributed to teachers of Ukrainian.

Yiddish

Yiddish is still taught in some of the Hebrew private schools.

Portuguese

The teaching of Portuguese was introduced for the first time in September, 1982 into four elementary and two junior high schools. Two teachers have been hired to teach the 450 students.

A Portuguese teacher was hired to work one-third of his time on the development of materials and to serve as a liaison officer between the Department of Education and the Winnipeg School Division.

Pilipino

Pilipino is being taught in two schools of the Winnipeg School Division for the first time this year. The Filipino curriculum committee is preparing a curriculum and the needed materials to implement this curriculum. An in-service training session was held on September 10 and 11, 1982 to assist the teachers in their work.

Materials Selection Process

Selection of approved materials for 4-9 Language Arts, 7-9 Social Studies, grade 10 Mathematics, grades 11 and 12 Chemistry and Physics was completed. Pilot materials for grades 10-12 English, Biology, grade 12 Mathematics, 205/305 Computer Science, and K-6 Health were identified. Both print and non-print EPIE analysts were trained during the course of four training sessions.

Lifestyles

The Lifeskills 5-9 Task Force reported in June. Its recommendations are being considered by the Curriculum Policy Review Council and the Program Review Committees.

The Lifestyles 205 committee prepared the interim curriculum guide following field testing.

Career Guidance and Counselling

Seminars and workshops were held during the past year on the following topics:

Emotional Abuse of Children
Women in Trades
Career Development
The Counsellor and the Family
Guidance and the Handicapped

and many others.

Initiatives were taken in relation to Crime Prevention Month, study skills for students, orientation sessions for new counsellors and extensive workshop support was given to teachers throughout the province in the area of Micro-CHOICES. (Micro-CHOICES is a computerized library of career information.)

The Manitoba Schools Career Symposium resulted through the efforts of the Department of Education in conjunction with Economic Development and Tourism, Labour and Manpower, business and industry. Over 18,000 high school students attended the displays and lectures in the Convention Centre last February.

Small Schools

Approximately 420 elementary and 330 secondary teachers attended the three Small Schools workshops at the Agricultural Extension Centre in Brandon. The costs of the program meals and accommodation were provided by the Department. Sessions ranged from curriculum related workshops to cardiopulmonary resuscitation training. The eligibility criteria for attendance at these workshops were:

K or grade 1 — grade 6 schools: 4 or fewer teachers
K or grade 1 — grade 8 or 9 schools: 6 or fewer teachers
Grade 9 or 10-12 schools: 150 or fewer students

Early Childhood

Fifty-eight different workshops were held throughout the province addressing topics arising from the Early Childhood Source Book. In addition, many individual visits and calls were made regarding kindergarten and early childhood teaching strategies and facilities.

Off-campus courses were offered in conjunction with the University of Manitoba in Transcona, Inter Universities North in Thompson, and Brandon University in Neepawa. Again, these courses were well received and teachers indicate that theory and practice were blended effectively to help them in their classroom situations.

English as a Second Language and Immigrant Education

Immigrant students and adults with limited proficiency in English were the target population for the following activities:

1. In-service sessions for schools and community groups related to the needs of immigrant learners.
2. Assistance to teachers in the selection of materials and teaching strategies.
3. Provision of an ESL Resource Centre.
4. Development of ESL materials.

A teacher handbook at the secondary level was begun and 25 elementary kits were produced in a revised form. In 1982, 38 school divisions and approximately 2,000 immigrant students received special assistance. Also, 16 school divisions offered ESL instruction to approximately 3,500 adult newcomers.

A liaison coordination function was taken relative to thrusts in multiculturalism. Involvement with planning councils, community groups and committees continued as an important feature of the consultant's role.

Vocational Education

Vocational Education coordinates the ongoing development, delivery, and monitoring of vocational and practical arts programs and services through the provision of consultative and support services to school divisions/districts, the Department of Education, and other government departments in matters relating to the planning, delivery system, establishment, operation, funding, and evaluation of practical arts, evening school, vocational, and work education programs.

During 1982, approximately $2,500,000 in claims for vocational equipment grants, and evening school grants (including instruction in English as A Second Language) were processed.

A review of facility and equipment requests associated with the establishment of approximately 22 vocational/practical arts programs in eight schools in seven school divisions was coordinated.

Consultations were held with personnel in the Fire Commissioners Office, Mechanical and Engineering Division, and the Workplace Safety and Health Division on matters related to the design and maintenance of safe school shop and lab environments.

Requests for information, assistance, and clarification from school divisions, Departmental personnel, other government departments, and business and industry were received and responded to.

Matters pertaining to teacher education programs and certification requirements were reviewed with Teacher Certification and Records, the Faculty of Education, University of Manitoba, and the Teacher Training Division, Red River Community College as appropriate.

The continuing development and implementation of a Cooperative Vocational Education Project as a vehicle by which the facilities and personnel of business and industry can be utilized to provide high school students with increased vocational education opportunities was administered. Five city school divisions participated in the pilot phase by sending students to classes in two program areas, Mechanical Repairs and Metal Machining. During the second year of implementation, an additional program in Mechanical Repairs was established and all programs were made available to students in five rural school divisions as well as those students in the five Winnipeg school divisions.

Measurement and Evaluation

1. Measurement consultants, in conjunction with the Joint Committee on Evaluation, reviewed the present assessment pattern and programs and made recommendations to the Minister on the ongoing monitoring of student achievement in Manitoba.

2. In February, 1982, the Final Report of the Chemistry Assessment Program was completed and distributed. An information circular on the assessment was produced and widely distributed to schools and the public. Regional meetings of teachers to review the results were conducted in March, 1982.

3. The Mathematics Assessment Program Final Report was distributed to schools and other educators in February, 1982. An information circular on the assessment was produced and distributed to schools and the public. Regional meetings of teachers were conducted in May, 1982, to review and interpret the results.

4. The Health Assessment Program was conducted in February, 1982; testing was at grade levels 5 and 10. A Preliminary Report was produced and distributed to schools in May, 1982. The Final Report, including the results of the teacher surveys conducted in conjunction with the student assessment, was distributed to schools and other educators in November, 1982.

5. An Assessment of Writing in grades 3, 6, 9, and 12 was conducted in May, 1982. Scoring of the provincial sample of tests was done by classroom teachers in July. Results of the Assessment were made available in the fall, 1982 in the Preliminary Report. The Final Report, featuring a comparison of student performance with that obtained in the 1979 Writing Assessment, was developed for distribution in January of 1983.

6. An Assessment of the Arts was initiated. Students in grade 5 will be assessed in Art in February, 1983 and in Music later in the spring. Due to the nature of the subject matter, assessment of Art and Music will differ considerably from assessments in other areas. The materials developed for these assessments should provide usable models for educators at the local level. Information will be sought from teachers and administrators on a number of aspects of their programs in the Arts.

7. An Assessment of Social Studies is being prepared. Objectives for assessment are currently being reviewed, and will be discussed with teachers in a set of meetings in the spring, 1983.

8. A number of presentations, workshops, and in-services were conducted by the consultants at the request of local groups. These were in addition to the committee meetings necessary for the particular assessment programs.

Publications

The following documents, in either pilot, interim, or final form, were published and distributed during the 1982 calendar year.

Final Editions

Marketing
  Retailing 102
  Promotions 202

Relations in Business 202
Management 302
Marketing Practicum 302
Law 302
Shorthand and Transcription 202, 302
Business Principles 201
General Business 101
Office Procedures 302
Accounting 202, 302
Typewriting 102, 202, 302
Data Processing 202
Safety in Science
Science 100, 101
Fossil Fuels
Motion and Collisions
Mathematics 104, 101, 100
Modern Rhythmic Gymnastics
Adaptive Programming
Gymnastics
English Language Arts: Early Years
English Language Arts: Middle Years
Commercial Art 103, 203, 303
Cosmetology 103, 203, 303
Auto Body Repair 103, 203, 303
Social Studies grade guides for:
  Kindergarten
  Grade 1
  Grade 2
  Grade 3
  Grade 4
  Grade 5
  Grade 6
K-9 Supplementary Learning Resources (Social Studies)
Home Economics 7-9
Native Education Bibliography
Computer Science Task Force Report
Exercises to Accompany Math 201
Exercises to Accompany Math 301

Interim Editions

Mathematics 204, 201, 200
Social Studies grade guides for:
  Grade 7
  Grade 8
  Grade 9
Art 7-9
Lifestyles 204
Music 10-12

Pilot Editions

Chemistry
Physics
Computer Awareness 105
Computer Science 205
Mathematics 304, 301, 300
English Language Arts: Senior Years
Social Studies grade guides for:
  Grade 10
  Grade 11
Art K-6
OEC Language Arts 7, 8, 9
OEC Science 7, 8, 9
OEC Mathematics 7, 8, 9

CORRESPONDENCE SCHOOL

The Correspondence School was established 1927 to serve the needs of elementary educatio grades I-VI. By 1931, courses were available u to Grade IX; by 1937 up to grade XII.

Current Objectives

1. To provide an opportunity for Manitoba ci zens to obtain formal education to the end the Third year (Grade XII) of the Hig School program regardless of their geograp ical, economic, social, and health situation
2. To assist schools in the offering of school su jects to meet the needs of their students.
3. To provide an opportunity for adults to o tain adult basic education training, speci skill training and general interest subje study.

Activities/Statistics

(1) During the school year June 30, 1981, t Correspondence School experienced a 2.1 decrease in student registrations and a .04

increase in subject registrations over the previous year.

8025 students registered for 10146 subjects.

5303 students of those registered were at attendance at school; 2722 were not.

671 adults registered for Adult Basic Education courses.

(2) The following activities were undertaken to promote communication between the Correspondence School and the public.

- Workshops were held for small school conferences, school divisions and schools for effective supervision programs of Correspondence school students
- Correspondence School information packages were mailed to all schools having Grades VII-XII.

(3) In order to improve the instructional process of Correspondence teaching the following activities were undertaken.

(i) A slide/tape presentation "The Secret Life of a Man of Letters, Mr. Beanstripe" has been developed to provide inservicing of correspondence instructors.

(ii) An inservice with the instructors took place to deal with the quality of instruction.

(4) Three staff members participated in the "International Council for Correspondence Education" conference which was held at Vancouver in June.

(5) A Correspondence School Summer school was introduced for students who failed courses in their school programs. A total of 46 students were enrolled in the program.

General Education Development Tests for the High School Equivalency Certificate

Activities

1. A Survey report "High School Equivalency Follow-up, 1981" was completed September, 1982 with credential holders in order to determine the usefulness of the GED Test program, the primary objectives of the study were to assess:

   (i) student characteristics

   (ii) student goals and expectations

   (iii) the degree to which the credential helps fulfill student expectations

2. Consulting services for establishing instructional programs in the High School Equivalency program were provided for twenty educational jurisdictions.
3. GED test service has developed a fully computerized test delivery program in cooperation with Management Information Services.
4. A Canadian Social Studies book has been developed for the Social Studies test.
5. A presentation on "Follow-up of GED Test Candidates" was made at the National conference for GED tests in San Diego, California.
6. GED Test Service in cooperation with Westman Media, Brandon and Videon, Winnipeg is presenting thirty-four, half hour programs to prepare test candidates for the tests.

INSTRUCTIONAL MEDIA SERVICES

Instructional Media Services is responsible for leadership in the area of library and media services as a support to schools in program delivery.

Objectives

The specific objectives of the branch are:

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process.
2. To provide media resource materials and support services to departmental, school, and other professional personnel in order to improve the teaching/learning process.

3. To select, develop, and produce media materials for educational use in conjunction with curriculum needs in the province.
4. To produce or purchase and to distribute special materials to visually handicapped Manitoba students in Grades I - XII, and to support the development of materials for visually handicapped post-secondary students.

The Instructional Media Services Branch is made up of four sections: Administration and School Services, Department of Education Library, Production and School Broadcasts, and Special Materials Services. Reports of these sections follow.

The Director of the Instructional Media Services Branch is responsible for administration of the branch, including planning, direction, reporting, and coordination of the services provided.

The Director is responsible for representation on behalf of the Department of Education on several levels, including working as a member of the Coordinating Committee for Media of the Council of Ministers of Education, Canada, attending regional meetings with other provinces, and working with school divisions and other provincial education groups in Manitoba. The Director served as associate chairperson for the local arrangements committee of the 1982 AMTEC national conference, as well as on the Education Sub-Committee of the Canadian Videotex Consultative Committee.

Administration and School Services

Two major activities comprise the work of this section: the provision of consultation and leadership in media and library, and the acquisition of non-print materials for Instructional Media Services' holdings and school use across the province.

Consultation in media and library is provided by Administration and School Services, largely through School Library Services. School Library Services gives direct support to the organization of media resources in schools and to the development and enhancement of media/library teaching programs in individual schools and at the divisional level. Programming at the provincial level is provided through the organization of professional development programs for divisional personnel and through advice to provincial and national programs directed toward the development of print and non-print awareness. This support comes through the compilation of directories, manuals, and bibliographies; through direct consultation and work parties; and through coordination with other branches and agencies to ensure the development of school libraries as integral to the school teaching environment.

Major Activities

1. Direct consultation was provided for 60 schools in 34 separate school divisions. Staff presented 43 separate workshops and teacher in-services. Approximately 15 schools were provided with assistance in organizing new school libraries or to re-organize and strengthen existing facilities and collections.
2. Revisions of several of the directories and manuals that assist Department and school library personnel were completed — *The Directory of School Media Personnel*; *Checklist of Periodicals for Elementary and Secondary Schools K - 12*; and *Aids for School Library Personnel.*

   A new handbook for Teacher-Librarians was completed — *Literature Appreciation in Language Arts.* School Library Services also published an up-date of *Manitoba School Programmes of interest to Visitors.*

   The 1982 Supplement In Search of Canadian Materials was published for the first time by Instructional Media Services. A new *Bibliography of Non-Print Support Materials for the Art Curriculum K - 12* was also produced.
3. Film, videotapes and kits are selected and acquired by this Branch under the direction of the Media Consultant (Acquisitions). A total

of 150 films, 145 videotape programs, and 130 kits were previewed by teachers and consultants under a system supervised by the Media Consultant (Acquisitions). The system included four previewing sessions staffed by teachers trained in Educational Products Information Exchange methods of evaluating non-print materials.

A Collection Development Committee to consider purchase of non-print materials was formed during the year. This body recommends purchases of non-print materials to the Non-Print Resources Committee, which ratifies these recommendations. Purchased materials are added to the holdings of Instructional Media Services for circulation and use in the schools.

The Media Consultant (Acquisitions) has initiated meetings of representatives of post-secondary institutions to discuss the possibility of shared acquisition of selected series that may meet the needs of two or more institutions.

Under the supervision of this consultant, a *Bibliography of Print and Non-Print Resources in the Department of Education Library on Crime and Crime Prevention* was prepared and distributed, in connection with November 1982, Crime Prevention Month. The consultant was one of the Department's representatives planning Crime Prevention Month activities. She is a member of the Program Committee for the Canadian Library Association/Canadian School Libraries Association 1983 conferences. She also served as book reviewer for the Association for Media and Technology in Education in Canada *Journal*.

4. The section participated actively in programs for professional development.

Support for the AMTEC national conference was provided by several staff members, with the School Library Services Supervisor serving as Evaluation Chairperson for the conference planning committee and the Acquisitions Consultant in charge of an Instructional Media Services materials display.

Four non-print Educational Products Information Exchange training sessions were held to develop the skills of the participants in evaluating non-print materials. A total of 44 people participated in the three workshops.

In February, Instructional Media Services sponsored the Media Coordinators' Conference, providing workshops, information, and an opportunity for interaction among media/library professionals from across the Province.

In May, the two-day David Pratt Curriculum Design and Development Workshop was again offered for 40 teacher-librarians.

Ten workshops on Telidon and its educational applications have been provided to various groups. A complete Telidon-terminal and page-creation unit is available to teachers and consultants for display and trials in the Department of Education Library.

5. The section participated in several specific library-enhancement programs.

The Supervisor of School Library Services coordinated the 1982 Manitoba Display Days held in conjunction with the Media Coordinators' Conference.

The Supervisor, a member of the Manitoba working party of the Education Sub-committee of the Canadian Videotex Consultative Committee, represented the working party at the Videotex '82 Conference in New York. New York.

The Supervisor served on the Winnipeg S.D. #1 Teachers' Library Resource Centre Advisory Committee, and was chairperson for the Western Canada Library Conference held in Winnipeg in October.

The Media/Library Consultant is co-chairperson of the 1983 Canadian School

Library Association (CSLA) Conference Local Arrangements Committee.

6. The Special Opportunity/Teacher Training Bursary in Library Science and Educational Technology was awarded to four candidates. Also, for the first time, students received bursaries to cover tuition for a University of Alberta School of Library Science graduate course offered at the University of Manitoba Summer Session.

DEPARTMENT OF EDUCATION LIBRARY

The Department of Education Library provides media support services to teachers, grades K-12, teachers-in-training, school administrators and to Department of Education staff.

During 1982, the Library continued its planning and work for an automated media support system which would facilitate the acquisition, cataloguing, circulation and information retrieval of resources in Instructional Media Services. Along with the on-going use of on-line computer searching and the automated film booking and support system, the Library also prepared a report on the acquisition of an automated library system to support the functions mentioned above.

For the first time the "one stop shopping" objective of Instructional Media Services' became a reality. With the integration of School Film Services in 1981, and the integration of dubbing services, formerly with Production/School Broadcasts in 1982, the Library now encompasses all resources from Instructional Media Services which are generally available to teachers.* This includes loanable, bookable and dubbable resources.

More than 30 tours and discussions of Library services were conducted for teachers during in-service days and for teachers-in-training from the universities and Red River Community College.

During the year the Library continued to assist the Department of Education in the control of its publications by providing International Standard Bibliographic Numbers (ISBN); by providing cataloguing-in-publication for selected resources; and by sending Departmental publications to ERIC and Micromedia for microfilming and indexing, thus ensuring their availability and accessibility.

The first project was a bibliography of materials on the disabled in Manitoba. The cooperative work was carried out by the Department of Education Library, Manitoba Library Association, the Manitoba League for the Physically Handicapped, the Secretary of State, and the Manitoba Organizing Committee for the International Year of the Disabled. Copies of the bibliography were sent free of charge to all libraries in the province.

The second bibliography, Looking for Manitoba Government Productions — which was three years in the making and jointly developed by the Department of Education Library and Public Library Services, and the Provincial Archives Branches, Department of Cultural Affairs and Historical Resources, was completed. It listed, by title, subject and department, all Manitoba government produced audio-visual materials.

Objectives

The goals of the Department of Education Library are:

1. The provision of learning resources not available in schools or divisional resource centres, including:
    - 1.1 the loan of instructional media such as books, kits, self-serve films, videorecordings and records, professional teaching resources; and educational research.
    - 1.2 the booking of 16mm films and videorecordings.

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* Special materials such as braille, large print and talking books are separate from the Library and are housed in the Special Material Services branch of the Department of Education.

1.3 the dubbing of audio-recordings and video-recordings.
1.4 the use of an extensive periodicals and microfiche collection.

2. The provision of reference and information services in areas covered by the Library collection.
3. The selection and acquisition of resources which support the goals of the Library.
4. To catalogue the resources of the Library, Special Material Services, and Production/School Broadcasts in order to make these more readily accessible to their patrons.
5. To assist in the equalization of educational opportunities by providing special library services to teachers outside Winnipeg.
6. To act as a depository for all Department of Education publications and old authorized textbooks, and
7. The provision of resources and essential support services for Department of Education staff.

To carry out these goals, the Department of Education Library was organized into the following sections:

1. Circulation and Reference Services
2. Film Booking and Reference Services
3. Distribution Services
4. Technical Services

Circulation and Reference Services

Activities

1. This section of the Library handles books, periodicals, kits, records, games, microfiche/film, self-serve 16mm films as well as audio and video-recordings and support services associated with these materials.
2. Over 28,000 requests by phone, mail and in person for educational reference and information services were handled by the Library staff.
3. The Library acquired and maintained an education-related periodicals collection; reference and copying services were also provided. A complete inventory of the periodicals collection was completed during the summer of 1982. The present periodicals collection consists of 924 titles.
4. Some 5,000 new books and audio-visual materials were selected and acquired.
5. More than 85,000 items were loaned to educators throughout the province.
6. The Library has published bibliographies, catalogues and finding aids to assist borrowers in the use of the Library's collection and in the acquisition of Manitoba and Canadian materials in their schools. Below are listed some of the items:

   Acquisitions List (monthly)
   Annotated Bibliography on Gifted Children (1981)
   Audio Visual Catalogue 1981
   Library Catalogue, 1979
   Looking for Manitoba Government Publications (1978) and Erratum (1979)

   The following publications were published in 1982 and are available free of charge:

   In the Mainstream: a bibliography on the disabled in Manitoba (1982)
   Periodical Holdings List 1982

7. Using the DIALOG Information Retrieval Services in California, the Library was able, through terminal, printer and telephone lines, to have access to over 100 databases, including ERIC. During the year over 500 on-line computer searches were performed for teachers and Departmental staff. This service — that is, the production of tailor-made bibliographies specifically on the topic requested — also included the necessary follow-up assistance in using the search results.

8. Dubbing services, formerly with the Production/School Broadcasts Branch, were transferred to the Library in October. One staff member was transferred to the Library to provide this service.

   As in years past, free audio and video duplication services were provided for schools. During the year, over 3000 video programs and 6000 audio programs were dubbed at the request of schools.

   Teachers have access to some 787 videorecording titles and some 1000 audiorecording titles in the Library's dubbable holdings which consist of both purchased resources and from those produced by Production/School Broadcasts.

   These audio and video holdings were catalogued this year and the Library plans to issue a resource catalogue in mid-1983.

9. The Library's extended hours — until 9:00 p.m. Monday through Thursday and 9:00 a.m. - 4:00 p.m. on Saturday (except for June, July and August) were continued for the in-person teacher use of the resource materials outside of normal teaching hours.

10. Other projects and activities:
    - sent travelling libraries to over 80 schools of three rooms or less.
    - saw continued growth in the size of and the use by teachers of the Library's collection of educational information services on microfiche — including Educational Resources Information Services (ERIC) and Micromedia in Canada.
    - acquired Telidon equipment and did demonstrations for teachers and administrators on the educational use of this videotext system.
    - worked with educational library agencies and associations, such as the National Library of Canada, the Canadian School Library Association, and the Manitoba School Library Audio Visual Association, in the development of library services to children and young adults.
    - distributed, free of charge, over 10,000 surplus books and periodicals to schools and libraries in the province.

Film Booking and Reference Services

Activities

1. This section of the Department of Education Library was created in August of 1981 as a result of a re-allocation of staff members from School Film Services and the Library. Since then, it has provided teachers and educators in the province with a more controlled and efficient means of booking and confirming films as well as an increased utilization of the film collection. A film reference and information service has provided borrowers with further assistance in the use of the film collection, with film catalogues, as well as handling basic reference and information queries about film titles.

2. In September, approximately 50 video titles were added to the film booking system. These videorecordings were made available in three formats: 3/4 inch, 1/2 inch VHS, and 1/2 inch Beta.

   The addition of bookable videorecordings was to help determine the need for and use of videorecordings in the province.

3. The present film collection consists of 4160 titles with a total of 11,637 prints/copies. There were 15,224 clients listed as active borrowers. The total number of film orders per month (one order having a maximum of 4 film titles) is 3000-5000, which results in approximately 10,000-12,000 bookings for an average of 3 titles per order. From January to December 1982 over 70,000 films were booked.

4. Several publications were developed, and made available, free of charge, including: *Catalogue of Bookable Films and Videorecordings, 1982 Supplement*; the *Self-Serve 16mm Film Catalogue* (1982); and numerous filmographies.
5. The publication, *Education Manitoba*, provided borrowers with information on new film titles acquired, and their availability within the Department of Education. With the *16mm Film Catalogue* and the new *Catalogue of Bookable Films and Videorecordings 1982 Supplement*, clients have been able to book specifically by film/video catalogue number rather than title. Assistance was provided for clients in the selection of films for programs, workshops, in-services, etc. through the Film Reference section.

Distribution Services Activities

1. The function of Distribution Services is to ensure the distribution and maintenance of the 16mm film library. This unit was relocated from the 2nd Floor of the Robert Fletcher Building, 1181 Portage Avenue to the Main Floor area at 1200 Portage Avenue in early May 1982. The added space, reorganized work flow, and loading dock facilities, have already significantly increased the efficiency in the distribution of educational materials, including bookable films and videotapes, to schools and other institutions in Manitoba. A walk-in film/video pick-up area for booked materials has been provided for teachers.
2. In September of this year, approximately 150 video-taped educational programs were added to the 12,000 16mm films for distribution.
3. During 1982, more than 140,000 film reels were picked from the shelves per teacher requests, packed, and distributed to schools throughout the province. These films were then unpacked, cleaned, inspected and readied for circulation.
4. The Self-Serve Film collection located in the Library at 1181 Portage Avenue continued to be checked and repaired by the Distribution unit. This entailed some 12,000 individual film inspections.
5. Further modernization of equipment included the switch to tape splicing from hot cement splicing; the acquisition of a new mailing machine; the acquisition of new mobile film carts.

Technical Services Activities

1. The function of this section is to identify and organize the educational resources of the sections of Instructional Media Services through centralized cataloguing.
2. The staff were very much involved in drafting a request for proposal to do a retrospective conversion of Instructional Media Services' various holdings to machine-readable format. This machine-readable data file would then be used to produce bibliographies and catalogues, and to run other systems such as information retrieval, circulation, acquisitions, and records management, thereby improving library services to educators in the province. Several automated library systems were examined carefully and a recommendation was made to the Department of Education.
3. The section catalogued and processed 10,300+ items, consisting of books, videotapes, games, kits, charts, audiorecordings and jackdaws. Approximately 450 films were catalogued during the course of the year. Approximately 1000 talking books, braille and large print materials were catalogued for Special Material Services, and 800+ audio and video recordings were catalogued for Production/School Broadcasts.

4. Staff and summer students examined, maintained and shelved approximately 10,300+ circulating audio-visual items in the Library during the year.

Production & School Broadcasts

1982 was a year of consolidation for Production and School Broadcasts. In the previous year, a very rapid transition was made from being an organizer of programs to be produced by the CBC to being a self-contained production unit. In 1982 Production and School Broadcasts continued to refine and develop production procedures that were developed in 1981. The number of productions produced, 65, represents a considerable decrease from the 1981 production year, but it reflects a much greater emphasis on more expensive video tape and film productions and less on audio tapes. The trend in audio/visual material is away from audio tapes. It is safe to say, however, that in developing video tapes and films, while fewer programs are produced, they ultimately will see wider use.

1982 was also a year in which the tape duplication service was transferred to the Department of Education Library. In addition to permitting Production and School Broadcasts to concentrate solely on productions, it makes the distribution of programs part of the Library function. The "one stop shopping" function of the Library will lead to a much greater access to productions. In 1982 a working relationship was established with the Winnipeg Film Group for the distribution of programs beyond the Manitoba school system. The initial sale of $16,000 for film material in the first six months was well beyond initial expectations and is an indication of the credibility of Department of Education productions among peers in the commercial educational media field.

Similarly, Production and School Broadcasts took some pride in the continuation of the award-winning tradition, with national awards for WHO IS GEORGE FOREST, JOE'S GYM, PUTTING IT IN PERSPECTIVE and THE ENVELOPE PLEASE.

Through an expenditure of approximately $165,000 on free lance writers, directors, actors and musicians, Production and School Broadcasts continues to be one of the principal employers of members of the creative community of Manitoba.

Acquisition of video equipment to provide full video capability is a priority with Production and School Broadcast over the next time period. This is in line with the direction of giving full attention to the more efficient use of the creative resources of this province in fulfilling the section's mandate of producing relevant audio/visual material for the Manitoba education system.

Special Materials Services

Special Materials Services produces and circulates a core collection of approved textual and supplementary materials in special formats to provide Manitoba school personnel with alternative learning materials for special students.

Special format materials include:

1. 📼 Audiotape textbooks — books which are read aloud by professional readers/narrators, recorded, and made available to teachers for use by visually, physically or learning handicapped students.

2. LARGE PRINT textbooks — books which are photographically enlarged and are made available to classroom teachers who are instructing visually impaired students.

3. ⠃⠗⠇ Braille textbooks — textbooks which are transcribed in tactile symbols for use by visually handicapped students in regular school programs.

Special textbooks are intended primarily for use by Manitoba students with visual impairments or other learning difficulties as a supplement to the regular text (audiotape) or as a replacement for it (large print, braille). However, many teachers have found these materials, particularly audiotape texts, useful in resource programs for individual students or groups of students.

Special Materials Services has supplied a catalogue of materials in audiotape, large print and braille which are available to school personnel. Additional textbooks from the Manitoba Authorized Textbook List, as well as other supplementary materials, are continually being produced and added to the inventory of special texts.

In addition to lending from the Manitoba collection, Special Materials Services borrowed materials from other provinces to ensure maximum use of materials produced anywhere in Canada. Inter-library loans accounted for 60 braille books, 70 large print books and 270 taped books lent in Manitoba.

Major activities of Special Materials included:

1. Production of 80 titles (35,000 pages) in braille, 75 titles in large print and 260 titles in audiotape; circulation of 475 braille titles, 570 large print titles and 2500 audiotape titles.
2. Provision of braille transcriber services to create teacher-made tests, seatwork, maps and mathematics diagrams in English and in French.
3. Production and circulation of audiotaped textbooks through the Canadian National Institute for the Blind Transcription Library to visually handicapped students attending post-secondary educational programs.
4. Pilot production and field testing of audiotaped textual materials in French to support school personnel in programming for students in Français and core French programs.
5. Development and field testing of an instruction manual for transcription of French braille.
6. Assistance to school personnel through inservice and workshop training in the selection and utilization of special format learning materials.
7. Cooperation with Child Care and Development Educational Consultants to ensure support to school personnel who are programming for visually and learning handicapped students.

MANITOBA TEXT BOOK BUREAU

During the year ended December 31, 1982, the Manitoba Text Book Bureau processed orders from schools and school divisions totalling $5,859,121.00, an increase of $1,059,765.00 over the previous year. An adjustment in the instructional materials grant to $30.00 per student gave teachers a better opportunity to provide not only the prescribed or approved texts but also permitted them to augment these programs with a wide variety of support materials. As a result the number of items handled and distributed by the Text Book Bureau increased considerably in volume and dollar value.

Despite the heavier work load, all orders were processed in time for school opening, with a few exceptions. Some new authorizations had to be back-ordered and were delivered two or three weeks late due to printing and binding complications at the publishers; in some instances the demand for certain programs far exceeded estimates, and reordering resulted in further delays.

The new computer at the Bureau went "on line" January 1, 1982 and, except for a few minor "bugs", operated as anticipated. The problem areas have been corrected and a new reporting system should provide faster and more efficient service in 1983. The forecast for 1983 indicates that orders for print and non print material will exceed $6 million.

NATIVE EDUCATION BRANCH

Objectives

The Native Education branch's main objective is to provide programs and services that will help to make the Manitoba educational system more responsive to the needs of Native children and students. The Branch also acts as a liaison among Department branches in matters concerning Native education and between the Department, other levels of government, various educational agencies, and Native communities and organizations. It also assists school divisions/districts in assessing and meeting the educational needs of Manitoba Native students.

Activities

Curriculum development support was provided for schools and teachers through numerous in-services, workshops, and meetings. Two committees — the Native Studies Committee and the Native Languages Advisory Committee as well as other educators co-operated in identifying and developing relevant units and resource materials for social studies, Native studies, science, and physical education. Workshops, in-services, and classroom visitations were conducted throughout the province, dealing with English language development for Native students. Extensive work was done in professional development for teachers and educators in the areas of understanding and teaching the Native child.

In conjunction with the Instructional Media Services branch and the Native Studies Committee, the branch developed a series of audio-visual kits to support the K-6 Social Studies and the 7-9 Native Studies curriculum.

The production of support materials is an ongoing task with different items at various stages of development. The 1982 resource bibliography,

Native Peoples: Department of Education Resources Pertaining to Indians, Inuit, and Metis was published. The Native Languages Instruction Guides, Levels 6 & 7 in Cree, Dakota and Ojibwe were completed while additional support materials such as syllabics charts, animal charts and animal booklets were developed. The Oral Native Language Fluency Testing Kit was again used to test students seeking credit for oral Native languages fluency competence at the 105, 205, and 305 levels under the Special Language Credit Program.

Native Awareness:

The Native Awareness Program is in two phases — the Traditional/historical, and the contemporary, and is designed to sensitize teachers and school administrators to the needs of Native students and to assist them in adapting programs and classroom strategies to meet those needs. In-services and workshops have emphasized Native and non-Native value systems, traditional Native teaching methods, and the needs of students entering and living in a new cultural environment. The display kits have been enhanced with additional material on loan from the Manitoba Museum of Man and Nature. The program continued to be in constant demand throughout Manitoba schools.

Career Guidance:

In the Career and Guidance program, workshops and in-services were conducted with counsellors and teachers to help schools develop meaningful and realistic career guidance programs as well as a better understanding of Native students. A Career and Guidance kit for Native students is being prepared to be used in conjunction with the Career Development Resource Guide.

Early Childhood

The Early Childhood program provided extensive and on-going support to teachers in adapting and implementing curricula for Native children. This program was also directed towards promoting parental awareness/involvement and local community endeavours in the development of pre-school programs based on headstart precepts in the inner-city and rural/northern areas.

Winnipeg School Division No. 1 —
Native Education Project

The Native Education Project, a joint project of the Department of Education and the Winnipeg

School Division No. 1 is intended to complement the existing programs and methodologies currently used in Winnipeg School Division No. 1 and to address specifically the English Language needs of Native children. The project identified suitable commercially prepared language materials and produced relevant language development materials reflecting the Native child in an urban, multicultural setting. It also provided consultative services to facilitate the English language development of urban Native children. Plans for the implementation of a Heritage Language Program are in progress and should be finalized in 1983. Ten inner city schools took part in the project with one addition in September 1983.

Other Activities

The branch's other activities included working with teachers and community residents to develop programs and resource materials to meet the specific needs of schools within their respective communities. The branch continued to maintain a positive on-going liaison with the various Native organizations, the Manitoba Indian Education Association, and the education personnel from the Department of Indian Affairs.

The branch organized its Annual Native Education Conference which was well attended by educators.

CHILD CARE AND DEVELOPMENT BRANCH

In September 1982 there was an organizational change announced by the Minister which has created a new unit called the Child Care and Development Branch. This branch absorbs all of the previous Child Development and Support Services and the Manitoba School for the Deaf activities and has, in addition to roles described below, a mandate for child care for disadvantaged and "at risk" children.

The Child Care and Development Branch is responsible for the delivery of support services to divisions and schools programming for children with special needs. There are regionally based inter-disciplinary teams and a provincially based team of special education consultants. The regionally based teams consist of speech/language clinicians, psychologists, consultants of the hearing impaired and vision impaired, and operate in the Interlake, South East, South Central, Parkland and Northern regions of the province. The provincial consultants are based centrally in Winnipeg.

The specific objectives of the branch are:

1. to cooperate and collaborate with local school divisions, other government departments, groups and agencies in maintaining a community based support service for educators, parents and children;
2. to provide information based on psycho-educational assessment procedures and screening programs to educators, parents and health and welfare professionals, as well as to assist them in developing appropriate educational and/or treatment programs for children demonstrating learning and/or adjustment problems;
3. to provide consultation to classroom teachers, school division administrators, special education personnel, parents and the various health and welfare service professionals, in order to develop collaboratively appropriate educational remediation and/or treatment programs;
4. to provide direct services by which the speech/language pathologist, psychologist or itinerant consultant of the vision or hearing impaired works with the problems of atypical children; and
5. to develop cooperatively professional development and in-service programs with school division personnel in order to increase preventive programming which will facilitate early identification and remediation of social,

emotional and other specific learning problems.

The branch provided province-wide consultative services in special education. In cooperation with the regional coordinators and field staff, five special education consultants provided consultative services to school divisions in the following areas: the resource teacher program, special class programs, programs for adolescent slow learners, integrated programs for handicapped students, including the provision of special equipment for hearing impaired, visionally impaired and orthopedically handicapped students, programs for autistic and emotionally disturbed students, and consultative service in special education to Francais and French Immersion schools.

The branch provided direct instruction and/or consultative services for blind and visually impaired students through the employment of six consultants for the visually impaired. The services included the provision of special equipment, braille materials, large print books and audio tapes.

In addition, the branch continued to support community based programs for multisensory handicapped students. A close liaison with the Canadian National Institute for the Blind to enhance and complement the services for visually impaired students in the province is continuing.

The branch provided direct instruction and/or consultative services for hearing impaired students, deploying seven consultants for the hearing impaired throughout the province. These consultants worked in close cooperation with the regional hearing centres of the Department of Health in Brandon, Dauphin and Thompson.

The branch continued to support the vision screening program in all school divisions in Manitoba. At this time all school divisions with the exception of Winnipeg School Division No. 1 are equipped to screen students in kindergarten and in grades 1, 3, 5, 7, 9 and 11.

Regional Services

The branch continued the provision of regional clinical services in the following regions of the province:

The Northern Region — The services to Thompson, Leaf Rapids, Lynn Lake and Churchill were provided by two psychologists, two speech pathologists and one consultant for the hearing impaired. Services to The Pas consisted of one psychologist and one speech pathologist and Flin Flon and Snow Lake received the service of one psychologist and one speech pathologist.

These field staff were involved in programs such as providing support for screening programs, the training of aides to work with special needs students, the training of parents and teachers to meet case specific needs of students (e.g. sign language) as well as the development of general skills and competencies of teachers and resource teachers. Professional development programs, planned by regional committees, were conducted for resource teachers, special education teachers and school administrators.

The Parkland Region includes the Dauphin-Ochre School Area, the school divisions of Turtle River, Intermountain, Duck Mountain, Swan Valley, Pelly Trail and Birdtail River, and has a population of approximately 15,000 students.

The region is staffed by one regional coordinator and thirteen staff positions based throughout the region. These are six psychologists, five speech and language pathologists, one consultant for the hearing impaired and one consultant for the visually impaired.

The major goals for the support services in the Parkland Region, as in all regions, were as follows: to assist school divisions in the identification of special program needs and in the development of appropriate programs for children with special educational needs; to provide special educational support services in the school divisions utilizing a consultative/collaborative approach; to provide in-service programs to parents and teachers to promote awareness of the educational needs of exceptional children and the services available from branch specialist personnel.

The staff was involved in a variety of professional development activities for all special education personnel including school administrators, regarding programming skills for children with special needs and early identification of children experiencing educational difficulties.

South Central Region includes the school divisions of Garden Valley, Midland, Mountain, Pembina Valley, Pine Creek, Portage la Prairie, Tiger Hills, Western and White Horse Plains. The area is primarily rural and has a population of 16,000 children spread over an area of approximately 10,000 square miles.

An inter-disciplinary staff consisting of a regional coordinator, six speech and language pathologists, five psychologists, and three consultants for the hearing impaired provide clinical and consultative services within the region. Itinerant services from a consultant for the visually impaired are available.

The professional development program for all special education personnel continued during this past year. Included was a workshop for kindergarten and grade 1 teachers. The focus of this workshop was the identification and programming for students with problems in the early grades. As in the past years, representative school division personnel participated fully in the planning and implementation of the various programs.

School divisions also continued to show an increased ability to provide appropriate educational programs for students with a diversity of learning problems. Through the use of a team approach, students with such handicaps are being maintained in their local schools.

Interlake Region consists of the school divisions of Interlake, Evergreen and Lakeshore. The staff providing services to the region consists of a regional coordinator, three psychologists, three speech and language pathologists and a consultant for the hearing impaired. The aim is to continue to provide direct and collaborative support service to students, teachers and parents. Ongoing professional development activities have helped to prepare teachers and administrators to meet the educational needs of exceptional children in the schools.

South East Region consists of the school divisions of Boundary, Hanover, Morris-Macdonald, Red River, Rhineland, Seine River, and the Consolidated School District of Sprague. The 16,000 students are served by six speech/language pathologists, five psychologists, and one consultant of the hearing impaired.

The professional development program has continued to assist teachers and administrators to improve the quality of special educational programming and to make better use of the resources available to them.

In all regions the educational support teams assisted school division personnel in the identification of and in programming for students with low incidence handicaps and provided case specific professional development opportunities for the persons working with these students.

MANITOBA SCHOOL FOR THE DEAF

The Manitoba School for the Deaf serves the profoundly deaf children of Manitoba who cannot receive an education through the auditory-oral channel alone and must rely to some extent on manual communication. This combined approach is called Total Communication, and it involves the spoken word plus sign language and finger spelling. Residual hearing is utilized through the use of individual or group amplification.

Objectives. The school strives to give students competence in the core school subjects, to begin to prepare them for a vocation, to give them a sense of self-worth and confidence in their ability to function in society with both deaf and hearing people.

Activities. During the school year 1981-82 a total of 131 students attended — 98 as day students and 33 as residents during the week. Enrollment for the fall term 1982-83 was 123 — 89 day students and 34 residential.

1. Four students graduated at the end of the school year — one to continue his education at Red River Community College, three to go directly into employment. Nine other students either terminated or left the province. There were 6 new admissions for the fall term 1982-83.

2. All staffing vacancies were filled with well qualified people. A tutor-interpreter position was added in the 1982-83 school year to better serve the increasing number of students in integrated programmes — in Assiniboine South School Division for academic subjects, and in Winnipeg School Division for vocational courses. Forty-two students were involved in integrated programmes during the fall term, 1982-83.

3. Two off-campus classes are located in Grosvenor School. This provides selected students at the elementary level with a total communication programme in a mainstream setting.

4. The school maintains a close working relationship with the Society for Crippled Children and Adults. The school's Guidance Council brings representatives of the school and the Society together to plan for each student, especially for those experiencing problems in school or in their homes. A part-time psychological service has recently been added through Psychological Services at the University of Manitoba.

5. A medical and nursing service, a staff audiologist and a consultant otolaryngologist make certain that each child functions to his potential. All students receive an annual eye examination. Extensive use is made of health resources in the community. All this is necessary to minimize disability and to stress remaining abilities.

6. The residential programme provides a homelike atmosphere for the rural children Sunday evening to Friday afternoon.

7. The Food Services department provides high quality meals to the students of the school and also prepares two meals per day for the Manitoba Youth Centre. The two programmes required, during the year, a total of 146,000 meals.

8. A development that holds much promise for the future is that the school has become associated, along with the Ernest C. Drury School in Ontario, with the Special School of the Future project. This project, based in Gallaudet College, Washington, D.C. and funded by a $2,000,000 grant from the Kellogg Foundation, has the objective of involving special schools such as the Manitoba School for the Deaf to a much greater extent in providing services to hearing impaired children wherever they may be. The development of this "resource centre" concept will mean extensive changes in the role of the Manitoba School for the Deaf.

9. As this report is written the school is heavily engaged in planning a combined convention of two American and one Canadian organization of educators of the deaf. This convention, which for convenience is named "Entre Amis - 83", will be held in the Winnipeg Convention Centre, June 26-30, 1983.

The Manitoba Early Identification and Education Project was conducted during the 1981-82 school year in five school divisions in the province. The project supported teachers and school division personnel in refining their identification of and programming for children who have learning problems. These five school divisions, namely, St. James-Assiniboia School Division No. 2, Rhineland School Division No. 18, Swan Valley School Division No. 35, Souris Valley School Division No. 42 and Mystery Lake School

District No. 2355, provided a presentation of urban, rural and northern areas.

The project consisted of four interrelated components: screening, assessment, education training and evaluation. The divisional personnel involved in the project were the kindergarten teacher, the special education support teams, and the clinical support staff in each of the school divisions. In addition, branch personnel were involved in coordinating the project.

Feedback from teaching personnel supported the need for an integrated approach to this problem, with major emphasis being placed on helping each child reach the maximum potential possible for growth and development.

In the 1982-83 school year the five school divisions are continuing the process. The emphasis is on local implementation with continued support from the Department.

The Diagnostic Support Centre

The Diagnostic Support Centre assisted school divisions and support staff throughout the rural areas of the province by developing effective individual educational programs for students with severe learning problems. The staff consists of a coordinator, a psychologist, three learning specialists and a residence counsellor. The Diagnostic Support Centre team, school personnel, divisional support service personnel and parents jointly are involved in providing service to students who are referred to the Centre. Through such a cooperative effort and intensive diagnostic procedures available through the Centre students are provided with appropriate educational programs. This program enables school divisions to maximize the learning opportunities for students with severe learning problems.

LA DIVISION DU BUREAU DE L'ÉDUCATION FRANÇAISE

Le Bureau de l'Education française est responsable de toute l'éducation en langue française au Manitoba: assurer une éducation en langue française aux Manitobains dont la langue maternelle est le français et fournir aux Manitobains d'expression anglaise désireux de se faire instruire en français des programmes susceptibles de répondre à leurs besoins. A l'heure actuelle, le Bureau met l'accent sur l'élaboration de programmes d'études et d'activités connexes en développement professionnel, y compris l'évaluation des programmes et la recherche dans le domaine de l'éducation française. Le Bureau est également responsable du calcul et du paiement de subventions destinées aux divisions scolaires où sont offerts des programmes français. Le personnel du Bureau négocie avec les autorités fédérales en ce qui concerne l'obtention de fonds pour les divers programmes de bourses d'études administrés par le Bureau. De plus, le Bureau de l'Education française identifie les besoins des collectivités francophone et anglophone en ce qui a trait à l'éducation française et communique ceux-ci au Ministre et au Sous-ministre de l'Education afin qu'ils puissent suivre de près le dossier et agir s'il y a lieu de le faire.

Le Bureau utilise les deux langues officielles du pays.

Objectifs

1. Etudier, élaborer et recommander au Ministre de l'Education des politiques et des priorités concernant tous les aspects de l'éducation française;
2. Promouvoir, planifier, appliquer, administrer et faciliter tous les aspects de l'éducation française pour les clientèles francophone et anglophone;
3. Assurer une liaison et une coordination avec les autres divisions du Ministère de l'Education (et leurs directions respectives) pour les services auxiliaires relevant des attributions du Bureau;
4. Intégrer tous les services de base essentiels au développement de l'éducation française; et,
5. Assister le Ministre de l'Education dans la négociation de tous les programmes d'aide fédérale visant la promotion du bilinguisme en éducation, et en assurer l'administration.

La Direction du développement et de l'implantation des programmes

La Direction du développement et de l'implantation des programmes voit à la formulation et à l'implantation, sur une base continuelle, d'une série de programmes d'études pour les étudiants de la maternelle à la douzième année à l'échelle de la province, et ce, pour les écoles françaises comme pour les écoles d'immersion. Cette direction du Bureau formule et implante, également sur une base continuelle, un cours d'études pour les Manitobains intéressés au français de base. L'équipe de conseillers pédagogiques oeuvrant à la formulation des programmes d'études fournit également des services d'implantation et d'évaluation pour ces programmes.

Activités

1. *Français, langue première (élémentaire)*
   - L'implantation du programme d'études fut poursuivie. Des ateliers eurent lieu pour présenter les composantes: ***Savoir lire*** et ***Savoir écrire***.
   - Un livret de saynètes de Noël fut préparé et distribué dans les écoles.
   - En première année, une trousse de mise en situation pour l'enseignement du français oral, qui rejoint les thèmes de ***La Méthode Dynamique***, fut développée et distribuée aux enseignants.
   - Un tableau synoptique faisant le rapprochement entre ***La Méthode Dynamique*** et le programme d'études fut préparé et distribué aux classes de la 1re à la 6e années.

- En 4e, 5e et 6e années, ***Communication orale A*** fut mis à l'essai dans quelques classes. Les résultats furent étudiés et il fut décidé par le comité d'évaluation que le matériel ***Le Français sous toutes ses formes, Communication orale A*** soit fortement recommandé pour les classes de 5e et 6e années.

2. *Français, langue première (secondaire)*

   - L'implantation des nouveaux programmes de 7e et 8e années fut commencée. Des ateliers et du matériel didactique viennent appuyer l'effort d'implantation en plus d'expériences pilotes conduites dans plusieurs classes de 7e année.
   - La version provisoire des programmes de 9e et 10e années fut amorcée.

3. *Français, langue seconde — immersion (élémentaire)*

   - Au niveau primaire (1 à 3), le programme-cadre fut terminé et mis à l'essai dans quelques classes.
   - Le programme-cadre fut amorcé pour les 4e, 5e et 6e années.
   - Des lignes directrices furent élaborées pour l'entrée en 4e année — immersion tardive — et un recyclage fut organisé avec les enseignants concernés.
   - Un catalogue de matériel agréé et recommandé (pour M à 9) fut préparé et mis à la disposition des praticiens d'immersion.

4. *Français, langue seconde — immersion (secondaire)*

   - Le programme d'études de la 7e année fut implanté.
   - Le programme d'études de la 8e année fut élaboré, mis à l'essai dans quelques classes pilotes et évalué par un comité d'évaluation.
   - Un comité d'enseignants fut mis sur pied pour le développement du programme d'études de la 9e année.

5. *Français de base*

   - Le développement et l'implantation des programmes en 4e, 5e et 6e années furent poursuivis en Core French.
   - Des travaux d'élaboration du programme de 7e année furent amorcés.
   - Le perfectionnement des enseignants du cours Conversational French fut assuré. Les programmes d'études furent révisés.

6. *Micro-informatique*

   - Au niveau des petites écoles, un programme de formation intensive des enseignants fut implanté pour adapter, traduire et produire des modules éducatifs en français, répondant aux besoins du milieu.
   - Un atelier de deux jours fut organisé pour les directeurs des écoles françaises. Ceux-ci furent sensibilisés aux possibilités de la micro-informatique utilisée dans le cadre de la pédagogie de la réussite.
   - Les enseignants furent informés des possibilités des micro-ordinateurs lors de nombreuses rencontres dans les écoles, suite à l'invitation des directeurs d'écoles.
   - Trois ateliers (organisés par le BEF) concernant la micro-informatique attirèrent un grand nombre d'enseignants lors de la conférence d'automne des Educateurs franco-manitobains.

7. *Mathématiques*

   - Aux niveaux primaire et élémentaire, une nouvelle collection de manuels fut étudiée et agréée pour les 1re, 2e, 3e et 4e années. Un nouveau manuel fut mis à l'essai dans quelques classes de la 5e année. Des ateliers eurent lieu pour les enseignants de la maternelle à la 6e année, portant principalement sur l'importance de la manipulation du matériel concret et sur la géométrie des transformations.

- Au niveau présecondaire, de nouveaux manuels furent étudiés et agréés pour les 7e et 9e années. Un nouveau manuel fut mis à l'essai dans quelques classes de la 8e année. Le programme révisé de mathématiques (français et immersion) est obligatoire depuis septembre.
- Au niveau secondaire, la révision du programme d'études en 10e année s'est poursuivie. La révision du programme d'études en 11e année fut initiée.

8. *Sciences humaines*

- ***Français*** — Le programme de la 7e année fut mis à l'essai avec succès; une session d'implantation eut lieu en mai; le nouveau programme est enseigné dans les écoles depuis septembre. Les programmes des 8e et 9e années sont en rodage.
- ***Immersion*** — Les programmes pour les niveaux M à 4 furent révisés et adaptés pour qu'ils concordent mieux aux programmes des écoles anglaises. Des guides provisoires furent produits et sont en rodage depuis septembre. Le projet pilote de la 8e année se poursuit et le programme d'***Initiation à l'histoire*** s'enseignera sur une période de deux ans, soit en 8e et 9e années. Les objectifs du programme de la 9e année seront donc intégrés au nouveau programme.

9. *Sciences naturelles*

- Au niveau élémentaire, les programmes d'études provisoires pour les classes de 1re et de 2e années (immersion) furent mis à l'essai dans plusieurs classes à l'automne. Le travail de programmation fut initié pour les 3e et 4e années.
- Quant aux niveaux 7, 8 et 9, le programme d'études en 8e année (français) fut mis à l'essai dans quelques écoles. Ce programme d'études fut ensuite introduit dans la plupart des écoles françaises et d'immersion de la province, suite à une session d'implantation. Le programme d'études pour la 9e année fut complété au printemps et mis à l'essai dans quelques classes.
- En ce qui concerne le niveau secondaire, le programme provisoire en Sciences 101 fut mis à l'essai pour un deuxième rodage. Les programmes d'études en Sciences 100 et Sciences 201 furent complétés et la mise à l'essai entamée. Du matériel didactique fut développé pour les niveaux présecondaire et secondaire.

10. *Anglais, langue seconde*

Niveau primaire

- La révision du programme d'études pour la 3e année (français) débuta en septembre.
- Le programme d'études en immersion (1re, 2e et 3e années) fut mis à l'essai dans quelques classes.

Niveau intermédiaire

- Le programme d'études pour les 4e, 5e et 6e années fut mis à l'essai dans les classes françaises.
- Le programme d'études pour les 4e, 5e et 6e années fut terminé et débuta dans les écoles d'immersion en septembre.

Niveau présecondaire

- Le programme d'études pour les 7e, 8e et 9e années (français) fut terminé et implanté dans les écoles dès octobre.
- Un nouveau comité travaille à la programmation pour les 7e, 8e et 9e années (immersion).

11. Education physique

- Au niveau primaire (M à 3), le programme fut implanté (français et immersion). Des ateliers eurent lieu pour assurer un suivi à l'implantation.
- En ce qui concerne l'intermédiaire (4 à 6), le programme fut mis à l'essai.
- Le programme-cadre (M à 12) fut révisé et complété (français et immersion).
- Au niveau présecondaire (7 à 9), un comité fut mis sur pied pour élaborer un programme.

12. Education musicale

- Le programme-cadre pour la 4e année (français) fut terminé.
- Le programme-cadre pour les 1re, 2e et 3e années (immersion) fut terminé.
- Les guides pédagogiques et le matériel didactique pour les 3e et 4e années (français) furent terminés.
- Les guides pédagogiques et le matériel didactique pour les 1re, 2e et 3e années (immersion) furent terminés.
- Le programme et les guides pédagogiques pour les 1re et 2e années (français et immersion) furent implantés.
- Le programme, les guides pédagogiques et le matériel didactique pour la 3e année (français et immersion) furent mis à l'essai dans quelques classes pilotes.

13. Education visuelle

- A l'élémentaire, les programmes-cadres M à 6 (français et immersion) furent révisés et finalisés.
- Le guide-manuel (français et immersion) de la 1re année fut mis à l'essai dans dix écoles de la province. Des sessions d'implantation eurent lieu à l'automne pour 24 écoles de la province.
- Le guide-manuel (français et immersion) de la 2e année fut développé et le rodage fut initié à l'automne dans dix écoles.
- Le développement du guide-manuel de la 3e année fut initié au mois de septembre.
- Des efforts soutenus auprès de l'Institut pédagogique du Collège universitaire de Saint-Boniface résultèrent dans la présentation d'un cours accrédité sur l'***Enseignement de l'art 6a l'élémentaire***.

14. Orientation, arts industriels et cours commerciaux

Orientation

- Un service d'appui continu fut offert tout au cours de l'année aux orienteurs francophones (symposium des carrières, semaine des carrières, ateliers, testing, distribution de matériel didactique, mois de la prévention du crime, traduction de matériel de langue anglaise, etc.)

Arts industriels

- Trois programmes furent rédigés et mis à l'essai en septembre. De nouveaux textes furent aussi mis à l'essai. Il s'agit du dessin industriel, de la menuiserie et de la métallurgie aux niveaux 7, 8 et 9.

Cours commerciaux

- Six programmes provisoires furent révisés et implantés; Droit 302, Affaires 201, Commerce 101, Economie 301, Comptabilité 202 et Comptabilité 302. Les programmes de Dactylographie 102, 202 et 302 sont en voie de rédaction et seront prêts à être mis à l'essai en septembre 1983.

15. Maternelle

- Au niveau de la maternelle, le programme-cadre, ***L'enfance et les joies de l'apprentis-***

sage, fut mis à l'essai dans quelques classes françaises et d'immersion.

- La rédaction des thèmes sous une approche intégrée se poursuit.

LA DIRECTION DES SERVICES DE SOUTIEN EN EDUCATION

La Direction des services de soutien en éducation est responsable d'une variété de dossiers, d'activités et de services reliés étroitement à l'éducation française: (a) calcul, distribution et surveillance des subventions provinciales aux divisions scolaires pour l'enseignement en langue française (français langue première et français langue seconde); (b) liaisons pédagogiques, administratives et culturelles entre le Bureau de l'Education française et les divers secteurs du Ministère, les commissions scolaires, les écoles et les différents organismes locaux, provinciaux, nationaux et même internationaux qui s'intéressent à l'éducation en langue française; (c) analyse et évaluation des projets spéciaux subventionnés par le Bureau de l'Education française; (d) analyse des statistiques; (e) etc.

De plus, cette direction est responsable des ententes interprovinciales, nationales et internationales, des projets culturels et du recrutement d'enseignants bilingues pour les écoles françaises et d'immersion du Manitoba.

Activités

1. *Subventions provinciales aux divisions scolaires*

En 1982, le gouvernement du Manitoba distribua:

(a) appoximativement $1,200,000 à dix divisions scolaires pour l'enseignement du français comme langue première qui est dirigé à 6,400 étudiants francophones;

(b) un peu plus de $2,000,000 à 20 divisions scolaires pour l'enseignement de l'immersion française qui est dirigé à plus de 7,500 étudiants d'expression anglaise;

(c) approximativement $100,000 à quatorze divisions scolaires et un district scolaire pour l'enseignement du projet pilote en français de base (Core French) qui est dirigé à environ 7,000 étudiants; et,

(d) $300,000 à quarante-six divisions scolaires et quatre districts scolaires pour le cours régulier de français de base (Conversational French) qui est dirigé à environ 73,000 étudiants.

2. *Liaison*

De janvier à juin 1982, la Direction des services de soutien en éducation maintint une liaison relativement étroite avec les directeurs généraux et les directeurs d'écoles responsables de l'enseignement en français dans la province. Depuis septembre 1982, la Direction rendit plus de services concrets aux écoles suite à la nomination d'un agent d'éducation responsable de la liaison. Outre les liaisons nécessaires avec les autres directions du Ministère, il faut mentionner celles avec un nombre grandissant d'associations et d'organismes provinciaux et nationaux intéressés à l'éducation française.

3. *Recherche*

Dans le domaine de la recherche, la Direction des services de soutien en éducation élargit ses activités en nommant un agent d'éducation responsable de cette activité. Deux études majeures portant sur le programme de français de base furent complétées. La première étude avait pour but d'évaluer deux habiletés linguistiques des étudiants de 5e année inscrits au programme de français de base: la compréhension auditive et la lecture. La deuxième étude, dans le cadre du français de base, fut gérée par un stagiaire et réalisée en Ontario. L'étude évalua les effets de la durée du programme sur les attitudes, la connaissance de la culture, l'acquisition de la compétence linguistique et de la compétence communicative. La Direction des services de soutien en éducation, en collaboration avec la Direction de la planification et de la recherche du Ministère, effectua deux sondages. Le premier fit l'étude des projets d'avenir des étudiants de la 12e année. Le second enquêta auprès des commissions scolaires pour déterminer le nombre d'enseignants requis pour les programmes de français, d'immersion et de français de base. La Direction a aussi commissionné un recensement des écrits sur le thème du concept de soi chez les francophones minoritaires au Canada.

4. *Traitement des données et statistiques*

La Direction élabora et concrétisa son service de traitement des données et de l'analyse statistique. La cueillette et l'analyse des inscriptions scolaires furent réalisées pour déterminer les montants des subventions devant être accordées à chaque division scolaire où les programmes de français, d'immersion et de français de base sont offerts. En plus, la cueillette de renseignements sur les caractéristiques des enseignants fut faite afin de préciser des profils dans la population enseignante.

5. *Projets culturels*

En collaboration avec onze associations culturelles du Manitoba et neuf organismes culturels hors province, la Direction des services de soutien en éducation coordonna la réalisation de dix-neuf projets culturels dont bénéficièrent les 12,000 étudiants des écoles françaises et d'immersion du Manitoba. De façon particulière, la Direction participa à la création de huit de ces manifestations culturelles, telles ***Les batteux, Manif '82, le Festival théâtre jeunesse***, etc. En plus, dix cahiers pédagogiques furent développés afin de sensibiliser et préparer les étudiants et les enseignants à mieux profiter et apprécier ces manifestations culturelles.

6. *Recrutement d'enseignants bilingues*

Suite à un sondage au mois de février, seize divisions scolaires et deux districts scolaires signalèrent la nécessité d'embaucher 49 enseignants bilingues pour septembre 1982. Afin de répondre à ce besoin, trois sessions d'entrevues furent organisées et coordonnées par la Direction, à Québec, Ottawa et Moncton. Quatre-vingt-huit candidat(e)s furent interviewé(e)s et une quinzaine furent accepté(e)s pour des postes d'enseignement dans la province. En plus, la Direction a reçu trente-sept demandes d'emploi provenant surtout de l'est du pays. Ces demandes ainsi que le résultat des entrevues furent remis aux divisions scolaires qui en avaient fait la demande.

7. *Ententes culturelles-éducatives*

Dans le cadre des ententes France/Canada et Belgique/Canada et de l'accord de coopération Québec/Manitoba, la Direction des services de soutien en éducation participa à la réalisation de vingt-trois projets s'adressant aux enseignants et aux étudiants. Vingt et un professeurs suivirent un stage de perfectionnement en France et deux en Belgique; trois étudiants suivirent un stage au Québec. Une première: le Collège universitaire de Saint-Boniface fut jumelé à l'Université d'Avignon en France. Six spécialistes du Québec vinrent au Manitoba fournir leur expertise en bibliothéconomie, en production de matériel didactique, etc.

8. *Projets spéciaux*

La Direction des services de soutien en éducation établit un processus de sélection de projets spéciaux par lequel sont évaluées les demandes provenant des écoles, des divisions scolaires et des organismes éducatifs ou communautaires. Une fois évaluées et analysées, ces demandes sont acceptées ou refusées. En 1982, la Direction aida à la réalisation d'une vingtaine de projets dont bénéficièrent 1,200 étudiants dans les écoles françaises et d'immersion de la province.

LA DIRECTION DES RESSOURCES EDUCATIVES FRANÇAISES

A l'automne de 1982, la responsabilité administrative et financière du Centre de ressources éducatives françaises du Manitoba passa sous la tutelle de la Division du Bureau de l'Education française du Ministère. Le Centre comprend une bibliothèque française et une section de production de matériel didactique. Il est situé au 200 de l'avenue de la Cathédrale, à Saint-Boniface.

Objectifs généraux

1. Assurer un rôle de meneur et d'appui professionnel auprès des usagers en ce qui concerne le développement, la sélection et l'utilisation des média sous toutes leurs formes comme partie intégrante de l'enseignement ou du processus d'apprentissage;
2. Fournir le matériel et les services aux professeurs de la province (M à 12), aux employés du Ministère de l'Education et aux professionnels de l'éducation, de façon à améliorer le milieu de l'enseignement; et,
3. Choisir, développer et produire le matériel pour utilisation pédagogique en relation avec les besoins exprimés dans les écoles de la province.

Activités

1. La bibliothèque

La bibliothèque, qui compte plus de 35,500 documents, a pour but premier la diffusion de tout matériel imprimé et non-imprimé auprès des usagers. Ces derniers peuvent profiter d'un service de référence et d'information dans tous les domaines de la collection de la Direction. Un vaste échantillon de revues touchant l'éducation est également disponible.

En 1982,

• Nombre de prêts de documents	28,600
• Nombre d'interventions de type information	1,690
• Nombre d'interventions de type référence	973
• Nombre de visites guidées du Centre	45

2. La production de matériel didactique

Le but premier de la section de production est de fournir aux usagers de la province le matériel en français, nécessaire à leur enseignement. Un comité de priorités voit à établir la liste des productions entreprises par la Direction.

En 1982, les productions suivantes furent réalisées:

- **Vidéogrammes**
  - Le Festival du Voyageur à l'Ecole élémentaire de Saint-Pierre-Jolys
  - Vivre sur la butte
  - La fabrication de raquettes
  - La Roche
  - Le voyageur
- **Audio-vision**
  - L'inondation 1950
  - Viens voir les singes
  - Services publics de Winnipeg
  - L'engagé des compagnies: le voyageur
  - Le canot d'écorce
  - La traite des fourrures

ADMINISTRATION ET PROGRAMMES BILINGUES

Cette section a pour responsabilité, entre autres, l'administration des programmes de financement ou d'assistance en vertu de l'Entente fédérale-provinciale pour le bilinguisme en éducation. Les dispositions de cette entente permettent à la Province de récupérer du Gouvernement du Canada une partie des coûts supplémentaires entraînés par l'enseignement en français dans le système public et dans les universités. Elles couvrent également les domaines de l'assistance financière aux étudiants et aux professeurs pour des études en français ainsi que le financement de certains projets. Cette section est également responsable de la montée et du contrôle du budget de la division.

Activités

1. En 1982, à la suite de négociations fédérales, provinciales et interprovinciales, la Province du Manitoba put bénéficier de $1,960,600 en financement direct. Cette somme a permis:

   (a) la continuation du financement à frais partagés de plusieurs projets spéciaux dont le Collège communautaire de Saint-Boniface et les coûts d'opération du Bureau de l'Education française;

   (b) à deux divisions scolaires d'offrir à leurs étudiants inscrits aux programmes d'immersion ou de français de base la possibilité de participer à des camps de perfectionnement linguistique au cours de l'année scolaire et à un groupe de parents d'organiser un camp d'été linguistique;

   (c) à 117 professeurs de/du français de perfectionner leurs connaissances linguistiques ou pédagogiques grâce à leur participation à des cours d'été spécialisés, soit au Collège universitaire de Saint-Boniface, soit dans d'autres institutions postsecondaires canadiennes;

   (d) à 348 étudiants du niveau postsecondaire d'entamer ou de poursuivre des études universitaires en français dans des domaines généraux ou spécialisés en bénéficiant de bourses de voyages ou de bourses d'études; et

   (e) d'offrir des cours de/en français non sanctionnés par des crédits universitaires à plus de 3,400 adultes non étudiants, pour un total de 9,200 heures d'enseignement, dans les facultés d'éducation permanente des universités et dans quelques commissions scolaires et organisations à vocation éducative.

2. Sous les auspices du Conseil des ministres de l'Education du Canada (CMEC) et dans le cadre des programmes de moniteurs de langues officielles et de bourses d'été, financés par le Secrétariat d'Etat du gouvernement fédéral:

   (a) vingt-quatre étudiants postsecondaires manitobains exercèrent les fonctions de moniteurs de langue dans d'autres provinces canadiennes, alors que la Province accueillit 45 moniteurs dans les écoles publiques ou dans les universités du Manitoba;

   (b) deux cent quarante étudiants reçurent une bourse de $1,150 pour leur participation au cours d'été de langue seconde (d'une durée de six semaines) offert par 45 institutions canadiennes, alors que 192 étudiants vinrent au Manitoba pour étudier le français ou l'anglais comme langue seconde; et

   (c) douze étudiants franco-manitobains purent participer à un programme d'été de perfectionnement en langue française à l'Université du Québec, à Trois-Rivières.

BUREAU DE L'EDUCATION FRANÇAISE DIVISION

The Bureau de l'Education française Division is responsible for all French-language education in Manitoba: the education of Manitoba's francophones in French and provision of appropriate French as a second language programs and courses of study to other Manitobans who desire such as education. At the present time, the Bureau is emphasizing curriculum and related professional development activities, measurement and evaluation, and research regarding various aspects of French-language education. It is also responsible for the calculation and payment of various French-language grants to school divisions, as well as the negotiation,

calculation and payment of a variety of grants and bursaries to individuals who qualify for such assistance. Further, it assesses the needs of the French and English-language communities regarding French-language education and communicates its findings to the Minister and Deputy Minister of Education for review and action.

Most of the Bureau's activities are carried out in Canada's two official languages.

Objectives

1. To examine, develop and recommend policies and priorities to the Minister of Education concerning all aspects of French-language education;
2. To promote, plan, implement, administer and facilitate all aspects of French-language education for francophones and anglophones;
3. To ensure liaison and coordination with all other divisions of the Department of Education (and their respective branches) for ancillary services which relate to the Bureau's terms of reference;
4. To integrate all basic services essential to the development of French-language education; and
5. To assist the Minister of Education in the negotiation and administration of all federal support programs for the promotion of bilingualism in education.

The Curriculum Development and Implementation Branch

The Curriculum Development and Implementation Branch designs and implements, on a continuing basis, a planned program of provincial curricula (K to Grade 12) for Manitoba's Français and Immersion schools. It also designs and implements, likewise on a continuing basis, a planned program for Manitoba's Basic French population. The Branch also provides provincial curriculum services through a team of specialist consultants in curriculum implementation and evaluation.

Activities

1. *Français as a first language (elementary)*
   - The implementation of the program of studies was pursued further (2nd year of implementation). Several workshops were organized to study two skill areas of the new program: reading and writing.
   - A booklet of Christmas plays was prepared and distributed to all schools.
   - A teachers' resource kit for Grade 1 was developed and distributed to all schools. This kit blended a newly created approach to the teaching of oral expression with several themes drawn from the Grade 1 reading series, ***La Méthode Dynamique***.
   - A synoptic chart for all elementary grades was drawn up and distributed to teachers, illustrating the extent to which ***La Méthode Dynamique*** meets goal statements of the program at each grade level.
   - An oral language series for Grades 4, 5 and 6, entitled ***Communication orale A***, was piloted in a number of classes. The results were analyzed by an evaluation committee and it was decided that the language series should be strongly recommended for use in Grades 5 and 6.

2. *Français as a first language (secondary)*
   - Implementation of the new program of studies has begun in Grades 7 and 8 and is being supported by workshops and development of instructional materials in addition to pilot experiments conducted in a number of Grade 7 classrooms.
   - Work has begun on a provisional version of the Grades 9 and 10 programs.

3. *Français as a second language — immersion (elementary)*
   - The Level 1 curriculum document for primary grades (1 to 3) has been completed and is being piloted in some classes.
   - Work on the Level 1 curriculum document for intermediate grades (4 to 6) has begun.
   - Guidelines were established for the late immersion option — Grade 4 entry point — and an in-service workshop was organized for teachers involved in this program.
   - A catalogue of authorized and recommended materials (for K to 9) was prepared and made available to people involved with immersion.

4. *Français as a second language — immersion (secondary)*
   - The Level 2 curriculum document for Grade 7 was implemented.
   - The Level 2 curriculum document for Grade 8 was developed and piloted in selected Grade 8 immersion classrooms and was assessed by an evaluation committee.
   - A committee of teachers was formed to develop the Grade 9 Level 2 curriculum document.

5. *Basic French*
   - A program of studies for the Grades 4, 5 and 6 Core French option was developed and is being implemented.
   - Work on the Grade 7 program of studies has begun.
   - Professional development activities for the teachers involved in the Conversational French option were organized. The curriculum guides were updated.

6. *Communications Technology (or Computer Education)*
   - An intensive training program for teachers of small schools was implemented in order to adapt, translate and produce French-language educational modules to meet the needs of the school.
   - A two-day workshop was organized for school principals of French-language schools. They were made aware of the possibilities of micro-computers utilized within the context of computer-assisted learning.
   - Teachers in Français and Immersion schools were provided with information on micro-computers. This was done in a number of schools at the invitation of school principals.
   - Three workshops in communications technology, organized by BEF, drew large numbers of teachers at the Educateurs franco-manitobains' fall conference.

7. *Mathematics*
   - At the primary and intermediate levels, a new series of textbooks was piloted and authorized in Grades 1, 2, 3 and 4. A new textbook was piloted in a few Grade 5 classes. Workshops were held for K - 6 teachers, dealing mainly with the importance of the manipulation of concrete materials and with motion geometry.
   - At the junior high level, new textbooks were piloted and authorized in Grades 7 and 9. A new textbook was piloted in a few Grade 8 classes. The revised Mathematics curriculum guide (Français and Immersion) became compulsory in September.
   - At the senior high level, the revision of the Grade 10 curriculum guide was continued. The revision of the Grade 11 guide was also initiated.

8. *Social Studies*

- **Français** — The Grade 7 program was piloted this year and the teachers were initiated to the new program which has been taught since September. The Grades 8 and 9 programs are still in their pilot stage.

- **Immersion** — The Grades K to 4 programs were revised and adapted to guarantee a closer parallel with those in the English-language schools. New interim guides are presently being piloted. The Grade 8 pilot project is continuing and the program ***Initiation à l'histoire*** will be extended to Grade 9 as well. The Grade 9 objectives will therefore be integrated into the new program as it is developed.

9. *Science*

- At the elementary level, the interim curriculum guides for Grades 1 and 2 (Immersion) were placed in several schools. The curriculum guides for Grades 3 and 4 are currently being developed.

- At the junior high level, the curriculum guide for Grade 8 (Français) was piloted in several schools. The program of studies was subsequently implemented in most of the schools (Français and Immersion) by means of a general orientation session. The curriculum guide for Grade 9 was developed and is currently being piloted in several classes.

- At the secondary level, the interim program for Science 101 is being piloted for a second time. The curriculum guides for Science 100 and Science 201 were completed and the piloting of these same programs has begun. Instructional materials for the junior and senior high levels have been developed.

10. *English as a second language*

Primary level

- The curriculum guide for Grade 3 (Français) is being revised.

- The curriculum for Grades 1, 2 and 3 (Immersion) is being piloted.

Intermediate level

- The programs of studies for Grades 4, 5 and 6 (Français and Immersion) are being piloted.

Junior High level

- The curriculum for Junior High English (for Français schools) is being piloted (as of October).

- A new committee was formed and is in the process of writing the curriculum guide for Grades 7, 8 and 9 (Immersion).

11. *Physical Education*

- At the primary level (K - 3), the program was implemented (Français and Immersion). Workshops were held to ensure adequate support during the implementation phase.

- At the intermediate level (4 - 6), the program is being piloted.

- The curriculum guide (K - 12) was revised and the final version has been written (Français and Immersion).

- At the junior high level (7 - 9), a committee was established to develop a program of studies.

12. *Music*

- The program of studies for Grade 4 (Français) was completed.

- The program of studies for Grades 1, 2 and 3 (Immersion) was completed.
- The teacher's guides and curriculum support materials for Grades 2 and 3 (Immersion) were completed.
- The teacher's guides and curriculum support materials for Grades 3 and 4 (Français) were completed.
- Programs and teacher's guides for Grades 1 and 2 (Français and Immersion) were implemented.
- Programs, teacher's guides and curriculum support materials for Grade 3 (Français and Immersion) are being piloted in some classes.

13. *Visual Education*

- The elementary K - 6 curriculum guide (Français and Immersion) was completed and made ready for distribution.
- The Grade 1 program of studies is being piloted in ten schools in the province. In the fall, orientation sessions were given for twenty-four schools in the province.
- The Grade 2 program of studies was developed and piloting has begun in a selected group of schools.
- Work on the development of the Grade 3 program of studies has begun.
- Active input from the Branch resulted in a credit course being offered in the teaching of art at the elementary level at the Institut pédagogique of the Collège universitaire de Saint-Boniface.

14. *Guidance, Industrial Arts and Business Education*

Guidance

- Continuous support was offered during the year to French-speaking guidance counsellors (Careers Symposium, Careers Week, workshops, testing, distribution of instructional materials, Crime Prevention Month, translation of English-language materials, etc.)

Industrial Arts

- Three programs were prepared and put in the pilot phase in September. New textbooks are also being piloted. The three programs are Drafting, Woodworking and Metallurgy for junior high grades.

Business Education

- Six provisional programs were revised and implemented: Law 302, Business 201, Commerce 101, Economics 301, Accounting 202 and Accounting 302. Typing 102, 202 and 302 programs are being prepared and will be ready for piloting in September 1983.

15. *Kindergarten*

- At the kindergarten level, the program ***L'enfance et les joies de l'apprentissage*** was initiated in Français and Immersion classes.
- A number of different themes are being developed using an integrated approach.

THE EDUCATIONAL SUPPORT SERVICES BRANCH

This Branch of the Bureau de l'Education française Division is responsible for a number of activities and services closely related to French-language education in Manitoba schools. These include (a) the computation, distribution and supervision of provincial grants to school divisions for the teaching of French as a first and as a second language; (b) pedagogical, administrative and cultural liaison with the various branches of the Department of Education, school divisions, schools and a number of local, provincial, national and even international organizations involved with French-language education; (c) analysis and evaluation of the special projects funded by the BEF Division; (d) statistical analysis; (e) etc.

Furthermore, the Educational Support Services Branch is responsible for interprovincial and international agreements, for the organization and support of some cultural projects within the school system as well as providing technical assistance to school divisions in the recruitment of qualified bilingual teachers for Manitoba's Français and Immersion schools.

Activities

1. *Provincial grants to school divisions*

In 1982, the Government of Manitoba distributed:

(a) approximately $1,200,000 to ten school divisions for the teaching of French as a first language to some 6,400 students;

(b) over $2,000,000 to twenty school divisions responsible for the teaching of French immersion to more than 7,500 students;

(c) approximately $100,000 to 14 school divisions and one school district involved in the Core French Pilot Project in which close to 7,000 students are enrolled; and,

(d) $300,000 to the 46 school divisions and 4 school districts involved in the regular Conversational French course in which some 73,000 students are enrolled.

2. *Liaison*

From January to June, the Educational Support Services Branch maintained a close liaison with superintendents and school principals involved with the teaching of French-language programs across the province. Since September, the Branch has offered concrete services to the schools by appointing an education officer responsible for liaison. In addition to a close liaison with the Department's other branches, it should be noted that liaison was also maintained with an increasing number of provincial and national associations involved with French-language education.

3. *Research*

The Educational Support Services Branch expanded its research function in 1982 by appointing an education officer responsible for research. Two major research projects were undertaken in the areas of Core French. The first project involved the evaluation of two specific linguistic abilities in Grade 5 students enrolled in the second year of the Core French Pilot Project: listening comprehension and reading comprehension. The second research project was conducted in Ontario. It involved determining the effects of program length on program objectives — namely, attitudes, knowledge of culture, linguistic competence and comunicative competence. In collaboration with the Planning and Research Branch of the Department, the Educational Support Services Branch undertook two surveys. The first surveyed the intentions and aspirations of Grade 12 students concerning postsecondary education. The second survey studied future staffing requirements in Français, French Immersion and Core French at the secondary level. The Branch also commissioned a review of the literature related to the subject of self-concept and minority language situations and the need for further research in this area.

4. *Data*

In the area of data processing and statistical analysis, the Branch defined and elaborated its data processing procedures. It collected and analyzed student enrolment data for the calculation and distribution of French-language grants to school divisions offering Français, French Immersion and Basic

French programs. Also, more detailed teacher characteristic information was gathered to augment and update this database.

5. *Cultural Projects*

   With the cooperation of eleven Manitoba cultural associations and nine out-of-province cultural organizations, the Educational Support Services Branch coordinated and helped in the realization of 19 cultural projects which benefited 12,000 students in the Français and Immersion schools of the province. In particular, the Branch participated in the creation of eight cultural presentations such as ***Les batteaux, Manif '82, Festival théâtre jeunesse***, etc. Ten materials production workshops were developed and supervised by the Branch for the purpose of preparing students and teachers to better appreciate the various cultural activities offered.

6. *Recruitment of bilingual teachers*

   A survey, conducted in February, indicated that 16 school divisions and 2 school districts needed 49 bilingual teachers for September 1982. In response to those needs, the Educational Support Services Branch organized and coordinated three interview-sessions held in Québec City, Ottawa and Moncton. Eighty-eight candidates were interviewed and approximately fifteen of these have now secured teaching positions in Manitoba. The Branch also received 37 applications for teaching positions, mostly from Eastern Canada. These applications, along with the results of the interviews, were passed on to school divisions which had requested this information.

7. *Cultural-Educational Agreements*

   Under the agreements France-Canada, Belgium-Canada and Québec-Manitoba, the Educational Support Services Branch was involved in the realization of 23 projects for teachers and students. Twenty-one teachers participated in professional courses in France and two participated in Belgium. As well, three students followed courses in Québec. The Collège universitaire de Saint-Boniface was twinned to l'Université d'Avignon in France. Six specialists from Québec came to Manitoba and shared their expertise in areas such as Library Science, production of instructional materials, and others.

8. *Special Projects*

   The Educational Support Services Branch has set up a selection process to evaluate requests for the funding of special projects which are received from schools, school divisions, educational organizations and/or the general public. The requests are evaluated, ranked in order of priority, and accepted or denied. In 1982, the Branch has helped in the realization of over 20 projects which were of benefit to over 1,200 students in the French and Immersion schools of the province.

THE LIBRARY AND MATERIALS PRODUCTION BRANCH

During the fall of 1982, the administrative and financial responsibility of the Centre de ressources éducatives françaises du Manitoba (Library and Materials Production Branch) was entrusted to the Bureau de l'Education française Division of the Department. The Branch includes a French-language library and an instructional materials production section. It is located at 200 Avenue de la Cathédrale in St. Boniface.

General Objectives

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process, as pertains to French-language education;
2. To provide French-language printed materials and audio-visual software, and ser-

vices, to: Manitoba French-language teachers (K - 12), Department of Education employees, and education professionals; and,

3. To select, develop and produce French-language media materials for educational use in conjunction with curriculum needs in the province.

Activities

1. *The library*

The library, which has more than 35,500 items, has as its main goal the loan to users of printed materials and audio-visual software. Users can also benefit from the reference and information services of the Branch. In addition, a large selection of educational magazines is available.

In 1982,

• Loan of documents	28,600
• Requests: information	1,690
• Requests: reference	973
• Guided tours of the resource center	45

2. *Production of Instructional Materials*

The primary goal of the production sector is to provide Manitoba's French-language teachers with the instructional materials and resources needed to improve the teaching/learning environment.

In 1982, the following projects were realized:

- **Video**
  - Le Festival du Voyageur à l'Ecole élémentaire de Saint-Pierre-Jolys
  - Vivre sur la butte
  - La fabrication de raquettes
  - La Roche
  - Le voyageur
- **Slide and Tape Presentations**
  - L'inondation 1950
  - Viens voir les singes
  - Services publics de Winnipeg
  - L'engagé des compagnies: le voyageur
  - Le canot d'écorce
  - La traite des fourrures

ADMINISTRATION AND BILINGUAL PROGRAMS

This sector supervises the Federal-Provincial Agreement for Bilingualism in Education to maximize benefits for the Province. The agreement provides assistance for French-language education to students and teachers by means of bursaries and fellowships. It also includes the Official Language Monitors' Program and adult education opportunities. This sector is also responsible for the preparation and control of the Division's budget.

Activities

1. In 1982, as a result of federal, provincial and inter-provincial negotiations, the Province of Manitoba received $1,960,600 in direct financing. These monies were used:

(a) for the continued shared-costs funding of many special projects, such as the St. Boniface Community College and the Bureau de l'Education française's operational costs;

(b) to help two school divisions and one parents' group in providing Immersion and Basic French students with the opportunity to participate in French-language camps;

(c) to assist 117 teachers in their pursuit of linguistic proficiency or pedagogical upgrading by offering them financial assistance so they could attend specialized courses at St. Boniface College or at other Canadian postsecondary institutions;

(d) to provide scholarships to 348 postsecondary students who were pursuing their studies in the French language; and,

(e) to offer non-credit French-language courses to more than 3,400 adults, for a total of 9,200 hours of instruction, in university continuing education faculties, school divisions and educational organizations.

2. Under the auspices of the Council of Ministers of Education, Canada (C.M.E.C.), and within the terms of reference of the Official Language Monitors' Program and the Summer Language Bursaries Program as financed by the Secretary of State Department, the following occurred:

(a) twenty-four Manitoba postsecondary students worked as language monitors in other Canadian provinces, while Manitoba received 45 monitors who worked in our public schools and universities;

(b) two hundred and forty students each received a $1,150 bursary to participate in six-week second-language courses offered by 45 Canadian institutions, while 192 students came to Manitoba to study French or English as a second language; and,

(c) twelve native French-speaking Manitoban students participated in a French-language summer program at the University of Québec in Trois-Rivières.

DEPARTMENTAL ADMINISTRATIVE SUPPORT SERVICES

The objectives of the Departmental Administrative Support Services Branch are to provide required internal administrative services to the Department through various functions as well as administrative services to assist the delivery of education to all Manitobans through the Directorate's various support functions. These functions include transportation, special schools, field oriented assistance, provision of capital facilities, administration of legislation and regulations and the operation of the Minister's office, Deputy Minister's office and General Administration.

Changes in Legislation

Revisions to the Public Schools Act were enacted in 1982. Several of the more significant changes included the following:

- provisions governing sick leave for teachers were altered to allow this matter to become one of negotiation and inclusion in collective agreements.
- authority was extended to school boards to allow for the initiation of agreements between school boards for the provision of educational services.

Regulations governing pupil transportation were revised to more adequately address various aspects of safety by emphasizing such features as driver training, school bus maintenance and specifications.

Special Schools

The Minister of Education, through Section 207 of The Public Schools Act may make provision for educational services in unorganized territory where no other school or educational authority exists. The responsibilities of this branch are particularly apparent in the administration of the Falcon Beach School.

Additionally, members of the branch provide services to school divisions and act in liaison with the federal government in matters respecting Indian Bands directed towards independence and self-reliance.

New school facilities for approximately 350 students and teachers at Ebb & Flow approach completion with capital support for this project shared by the provincial and the federal government (Department of Indian and Inuit Affairs). The responsibility for the operation of Hillridge School was transferred to The Frontier School Division No. 48 effective September 1st, 1982.

PUPIL TRANSPORTATION

Objectives

To promote the safe, adequate, efficient and economical operation of the Pupil Transportation System in Manitoba.

Major Activities

The section provided a review of school bus replacement requirements and of local school bus maintenance programs. The Preventive Maintenance and the School Bus Drivers Handbooks,

Statistics:	1982	1981	1980	1979	1978
Buses a) division owned	1544	1571	1541	1499	1476
b) contract	308	342	332	368	398
Average eligible transported children	55616	56441	58393	60041	61271

produced by the delegates of the 11th Annual Conference for Pupil Transportation, were published and distributed to local school divisions.

Seminars were conducted for School Bus Driver Instructors and for School Bus Mechanics. The 12th Annual Conference provided the opportunity for professional development and centered around the implementation of new legislation.

School Bus Safety Week promoted the theme "Get Involved, School Bus Safety is Everyone's Responsibility" and was directed toward improving safety in every area of school bus operation.

MANAGEMENT INFORMATION SERVICES BRANCH

The Management Information Services Branch is responsible for the planning, development and implementation of computer based administrative systems as well as coordinating, advising and providing all data processing services for the Department of Education. The branch is also responsible for the on-going reporting of computer based information with respect to enrollment levels, program participation, student demographics and characteristics, program costs, ad hoc statistical requests, etc.

Objectives:

1. To provide on-going data processing services to students enrolled in the computer analyst/programmer diploma and certificate course and in computer related evening courses.
2. To develop, implement and document computer based administrative systems for the purpose of enhancing the operation and improving the cost effectiveness of all divisions of the department.
3. To coordinate the implementation of word processing centres for administrative uses.
4. To enhance the availability of computer based information to all branches of the department.
5. To provide on-going administrative data processing services to the department.

Activities:

1. A Public School Finance Model was developed and implemented. This system will assist the Finance Board in the planning and administration of public school finance. Development is currently in progress with respect to automating school enrollments and student forecasting.
2. Data processing services were provided to the Bureau de l'Education Francaise to calculate grants, grant projections and detailed enrollment reports. This service facilitates the Bureau de l'Education Francaise in allocating grants to the Francais and French Immersion programs and to plan future requirements.
3. Significant enhancements were made to improve the effectiveness of the computerized student tuition record keeping system at Red River Community College. These enhancements will also be implemented at Assiniboine and Keewatin Community Colleges in early 1983.
4. Computer terminals were installed for student use in support of a computer analyst/programmer certificate course offered in the downtown Winnipeg area.
5. Coordinating word processing studies and equipment selection commenced in 1982. Stand alone and shared word processors, electronic typewriters, software support, etc. is a dynamic field and will require continued effort.
6. A new system is currently in development to support the Correspondence School in the instructing of student tests and exams. The system will utilize the department's optical scanner for test scoring. Benefits to be realized will be in the area of:

a) reduced turnaround time for student tests

b) reduced costs to the Correspondence School for test instruction.

7. Data processing operations experienced an increase in workload as a result of a greater number of students enrolling in computer related courses. The computer resources available to students were utilized to capacity.

8. The High School Computer Network contract with Cybershare was extended for one year.

TEACHER CERTIFICATION AND RECORDS

The Teacher Certification Office is responsible for the following activities:

1. The evaluation of teacher qualifications for certification and teacher salary classification purposes;
2. The maintenance of a teacher records system;
3. The issuance of statements of professional qualifications of teachers;
4. The provision of statistics on teachers as required by the Department of Education and other educational bodies;
5. The maintenance of liaison with educational authorities in matters dealing with teacher education and certification.

The Board of Teacher Education and Certification

The Board of Teacher Education and Certification is a body which advises the Minister of Education on matters dealing with teacher education, standards for certification, and policy governing the assessment of teacher qualifications for certification and salary classification purposes.

The Evaluations Committee

The Evaluations Committee is a body which adjudicates complaints by teachers on decisions made by the Teacher Certification Office.

During 1981-82, 54 cases were heard during nine meetings.

Certificate Review Committee

The Certificate Review Committee advises the Minister of Education on any case in which a teacher's certificate is to be reviewed for any cause which the Minister deems sufficient. During 1981-82 two cases were heard.

STUDENT ACADEMIC RECORDS

Objectives

Student Academic Records is responsible for providing services to high school students, parents, the public and school officials related to:

1. The collection and maintenance of permanent high school academic records,
2. issuing of official transcripts of academic achievement,
3. appraisal of academic credentials upon request, and
4. consultative services related to existing policies.

Activities

During the past year, the staff recorded academic achievement in more than 280,000 courses completed by 49,500 senior high school students. Statistical summaries of official statements issued and credentials appraised appear in Table 7 of the Appendix. Medals and awards were distributed to the recipients as listed in Table 8.

In the course of these activities, the staff continued to provide advice and assistance to students and school officials. Special emphasis has been placed on continuing communication and co-ordination with schools to streamline collection procedures for academic records.

TEACHER INFORMATION SYSTEM

Objectives

This component of the Teacher Certification and Records Office maintains an up-to-date central base of information related to Manitoba teachers in order to provide other branches and agencies with statistical and resource materials.

Activities

During 1982, information was collected from approximately 13,500 teachers in public and private schools. Supplemented by data collected from school boards and schools, this constitutes the basis of the Teacher Information System.

Extensive use of the report and label facilities was made by other branches of the Department in the fulfillment of their program objectives. Data was provided to the Manitoba Teachers' Society, Statistics Canada, the Teachers Retirement Allowance Fund, the Red Cross and other agencies. A growing interest on the part of school boards to use data collected for divisional purposes has been noted in the past year, and every effort has been made to provide such services to reduce manual data manipulation.

PERSONNEL SERVICES

Objective

To assist departmental management in the delivery of programs by providing a comprehensive range of personnel services.

Activities

The Unit consists of a Manager, a Personnel Officer and an administrative support staff of 5. Services provided by the unit include recruitment and staffing, position evaluation, employee relations, organization reviews, staff development, health and counselling, performance appraisal, employee orientation programs and employee records and payroll.

FIELD SERVICES BRANCH

Objectives

- To maintain a general overview of the educational programs being offered in the schools of the province.
- To develop and maintain an information exchange between the Department of Education and school divisions relative to educational policies and their implementations thus fulfilling a key role in all department-local authority relationships.
- To provide senior officials of the department with data that will assist them as they develop policies which will ensure the delivery of quality education in all regions of the province.
- To provide specific support services to the Public Schools Finance Board and to the School Buildings Projects Committee and general support to the various other sections of the department on a continuing basis.
- To provide administrative and consultative support to school divisions and districts.

Major Activities

Field Services offices have been maintained in Thompson, Dauphin, Brandon and Winnipeg. In meeting the objectives of the branch the Field Services personnel have been engaged in the following activities.

- They have provided consultative support to school division administrative staff, to principals and to teachers.
- They have conducted school program reviews and special studies at the requests of boards and have discussed such studies with school

staffs and administrative personnel. Such studies and/or reviews were conducted in 18 school divisions and a number of private schools. 37 written reports were submitted to school boards. Follow-up activities included in-service and professional development sessions in schools or groups of schools. A number of school divisions had requested recurring review activities so that in a 4-5 year period all sections of a division's school programs would have come under review.

- They have participated in professional development and in-service activities in cooperation with teacher groups and other department personnel at school staff and professional association requests.
- They have carried out functions as required by The Education Administration Act and The Public Schools Act.
- They have reported regularly to senior departmental staff on significant concerns and issues emanating from the various regions of the province.
- They have supported the work of The Finance Branch and The School Buildings Projects Committee in space needs analysis.
- They have carried out liaison and consultative functions with the private schools in the province.
- They have been extensively involved in committee work, in curriculum development and implementation tasks, and in professional consultations. Their contributions as members of numerous boards and councils have continued to be significant.

INFORMATION OFFICE

Objectives

The objectives of the Information Office are as follows:

1. The provision and maintenance of effective communication vehicles serving all branches and sections of the Department of Education as well as the educational community throughout Manitoba.
2. The establishment of formal and informal mechanisms of liaison between the Department of Education and external education agencies, organizations and individuals.
3. The provision of assistance in arranging and promoting special events and programs originating in the various component branches and sections of the Department of Education.
4. The development and recommendation of departmental public relations policies and the contribution of a public relations viewpoint in the formulation of departmental decisions.

Major Activities

1. **Publications**

   Prepared *Education Manitoba* — 10 issues; the *Annual Report of the Minister of Education; List of all schools in Manitoba* (bilingual publication); articles and news releases on departmental programs and projects for publication in Manitoba, educational journals and news bulletins; *Newsclip*, a clipping service on educational articles clipped from major newspapers, both local and national.

2. **Committees**

   (a) Participated in departmental and interdepartmental committees concerned with information gathering and dissemination, on an on-going basis.

   (b) Education department liaison on the Canada Week Committee.

   (c) Teacher Exchange Officers National Committee.

   (d) Departmental liaison — Terry Fox Youth Centre, Ottawa.

3. Teacher Exchange

Coordinated exchange programs to the States of Victoria, South Australia and the Island of Tasmania; Great Britain; the United States of America; the Federal Republic of Germany; the provinces of Ontario, and British Columbia.

Orientation sessions for Manitoba teachers going on exchange were conducted in the Spring for those going to Great Britain, the U.S.A., the Federal Republic of Germany, and other provinces in Canada; in the Fall for teachers leaving for various states in Australia.

4. Public Relations

(a) Maintain a central newsclipping library of education related newspaper and magazine articles, both local and national.

(b) Coordinated the Art in the Halls project in the Robert Fletcher Building. This ongoing program displays the work of Manitoba art class students from Kindergarten to Grade 12, on a rotational basis, assuring representation from both urban and rural divisions. It is an opportunity for student artists to achieve public display of their work.

(c) Maintain a picture file of photographs appearing in our publications.

(d) During the year the Information Office mails out many promotional mailings of an educational nature such as Commonwealth Day posters, United Nations material, Red Cross Programs, Canada's Birthday Material and others.

(e) Judged entries in Manitoba Spring Festival of Language Arts.

PUBLIC SCHOOL FINANCE

A new method of funding public school education was introduced in January, 1981. The Education Support Program which replaced the former Foundation Program provides the 47 school divisions and 9 remote districts with substantial revenues while at the same time they continue to derive revenue from other support, other revenues and special levy on real property.

A. Education Support Program

The Education Support Program is a three year program established by the Provincial Government in the Public Schools Act and in related regulations, and is administered by the Public Schools Finance Board. The Education Support Program is comprised of the three following components:

(a) operating support

(b) extra operating support

(c) capital support

Operating Support

The operating support of a school division is based on the following data:

> ELIGIBLE ENROLMENT is the enrolment on the preceding September 30, less non supportable pupils.
>
> BASE ENROLMENT is 75% of the eligible enrolment for 1981.
>
> WEIGHTED BASE ENROLMENT is the base enrolment for divisions and districts north of the 53rd parallel multiplied by 1.16.
>
> The number of BASIC OPERATING UNITS is determined by dividing the base enrolment, or where applicable the weighted base enrolment, by 50 and adding one for any remainder.

The operating support of a division consists of the following:

1. Basic operating support is $97,600 per basic operating unit.

2. Pupil support is $200 per pupil for each pupil in the eligible enrolment in excess of the base enrolment.

3. Transportation support is $350 per transported pupil plus 80¢ per loaded mile for mileage per bus route in excess of 50 loaded miles per day, but may not exceed the transportation expenditures.

   A transported pupil is defined briefly as a pupil who lives farther than one mile from school and who does not reside in a city, town or village.

4. Special needs support is the total of (a), (b), (c) and (d) but may not exceed the total expenditures for special needs.

   (a) Coordinator and Clinician support based on the number of eligible units determined by dividing the eligible enrolment by 900 and adding one for any remainder, or the number of qualified personnel employed, whichever is the lesser, multiplied by: $30,000 for one coordinator

   and

   $25,000 for each remaining clinician.

   (b) High incidence support based on the number of eligible units determined from the following schedule: or the number of qualified personnel employed, whichever is the lesser, multiplied by $20,000. If so desired, two teacher-aides may be employed instead of one qualified teacher.

Eligible Enrolment	Number of Eligible Units
Greater than 2275	Divide by 325 and add 1 for any remainder
2275 or less but greater than 1800	7
1800 or less but greater than 1350	6
1350 or less but greater than 1050	5
1050 or less but greater than 750	4
750 or less but greater than 450	3
450 or less but greater than 300	2
300 or less but greater than 150	1
150 or less	0

   Personnel employed as special resource, occupational entrance teachers or teacher-aides or as teachers of the gifted are included.

   (c) Low incidence I support based on $3,000 for each pupil who is trainable mentally handicapped, moderately multi handicapped, severely physically handicapped, severely hearing impaired, severely visually impaired, very severely learning disabled or very severely emotionally disturbed.

   (d) Low incidence II support based on $6,000 for each pupil who is severely multi handicapped, severely psychotic or autistic or profoundly deaf.

5. Vocational Industrial support is the number of eligible units determined by dividing the full time equivalent enrolment by 15 and adding one for any remainder, or the number of qualified personnel employed, whichever is lesser, multiplied by $20,000, but may not exceed the total expenditures for vocational industrial programs.

6. Immigrant support is either (a) or (b) but may not exceed the total expenditures on immigrant education.

   (a) In divisions where immigrant enrolment is less than one percent of the eligible enrolment, the immigrant enrolment is multiplied by $600.

   (b) In a division where immigrant enrolment is greater than one percent of the eligible enrolment, the support is the number of eligible units, calculated to be the whole number obtained when the eligible enrolment is divided by 950, or the number of personnel employed, whichever is lesser, multiplied by $20,000. If so desired, two teacher-aides may be employed instead of one teacher.

7. The print and non-print grant is $30 per pupil, which must be expended through the Manitoba Textbook Bureau. Any unexpended balance of the $30 per pupil remains as a credit at the bureau.

Extra Operating Support

The eligible expenditures of a school division for 1981 are defined in the Public Schools Act as:

> the expenditures of the school division in 1980, less capital expenditures and less revenue earned during 1980 from the Government of Canada, individuals, Indian Bands, other school divisions, other sources and the Government of Manitoba for services, which if the Education Support Program had been in effect in 1980, would not have been supported by the Education Support Program,
>
> divided by the eligible enrolment for 1980,
>
> increased by the Canada all item consumer price indices for the years ending September 30, 1980 and September 30, 1981, and
>
> multiplied by the eligible enrolment for 1981.

The extra operating support is 60% of any remainder when the eligible expenditures are reduced by:

(a) 10% of the eligible expenditures, and

(b) the total operating support

Capital Support

Capital Support consists of the following:

1. support for school construction
2. support for renovations and conversions
3. support for buses used for pupil transportation
4. support for vocational equipment

School divisions whose request for capital support is approved by the Public Schools Finance Board receive support which is the lesser of the actual cost or the approved cost of the project.

Financing the Program

The Education Support Program Base for 1981 is set in The Public Schools Act at $497,238,324.

The Education Support Program Base for 1982 is the 1981 Base

divided by
the total eligible enrolment for 1981
multiplied by
the increase in the Canada all items consumer price index for the year ending September, 1981
multiplied by
the total eligible enrolment for 1982.

The total of the Education Support Program for any year is equal to 85% of the Education Support Program Base.

Financing of the Education Support Program is provided from consolidated revenues of the province with the remainder of the requirements being provided through an across the province levy on farm and residential and other property.

For 1982, based on balanced assessment, these mill rates are 41.2 mills on farm and residential property and 79.2 on other property.

B. Other Support

The Provincial Government also provides other support towards the operating costs of school divisions. This support includes grants for evening school, bilingualism, English as a second language and two new supplementary programs:

Eligible Expenditure Supplement

The eligible expenditure supplement provides additional support in 1982 for divisions with an eligible expenditure per pupil of less than $3,244.

The support is equal to 90% of the difference between the eligible expenditures, 1982 and the adjusted eligible expenditures, 1982, multiplied by .30,

where

Adjusted eligible expenditures are determined by multiplying the 1982 eligible expenditure by .8 and adding $650 for each eligible pupil. The adjusted eligible expenditure may not exceed the net operating expenditures for 1982.

Equalization Supplement

The equalization supplement provides additional support for divisions with a balanced assessment per pupil of less than $22,000.

The support is equal to 25% of the equalization factor multiplied by the Eligible Special Levy requirement,

where

the equalization factor is equal to

$$1 - \frac{\text{division's balanced assessment per pupil}}{\$22{,}000}$$

and

the Eligible Special Levy requirement is equal to the adjusted eligible expenditures

less

operating and extra operating support from the Education Support Program

less

the eligible expenditure supplement.

C. Other Revenue

School divisions receive other revenue from a variety of sources including the Government of Canada, opted out Indian Bands and other school boards.

Special Levy

The remainder of the total education revenue requirements for each school division is made up through a special levy. This special levy is raised on the assessable property within each school division. The mill rates, therefore, vary throughout the province.

Government Support

Through the Education Support Program and other support, it is anticipated that the Provincial Government will support 54% of education costs in Manitoba in 1982.

POST-SECONDARY, ADULT AND CONTINUING EDUCATION DIVISION

The Post-Secondary, Adult and Continuing Education (PACE) Division was created in August, 1982 when the department was reorganized.

This new division includes the Post-Secondary Career Development Branch, the Student Aid Branch and the Student Aid Appeal Board that were part of the Program Development and Support Services Division. In addition, it includes the Administration and Finance, Personnel and Programming Branches and three Community Colleges, Assiniboine in Brandon, Keewatin in The Pas and Red River in Winnipeg, that made up the former Community Colleges Division. The Community Colleges are part of a new Community Colleges and Adult and Continuing Education Branch that serves as a program delivery branch and will provide a reference point for various institutions offering adult and continuing education programs.

In September, 1982, the Province of Manitoba and the Government of Canada signed a new National Training Act Agreement, which replaced the expiring Adult Occupational Training Agreement. The three-year agreement includes three components:

- Institutional training which uses the resources and facilities of the Community Colleges to train workers for employment;
- Industrial training which assists business and industry to train their workers; and
- The Skills Growth Fund, which will be used to expand and modernize training facilities to help overcome skill shortages of critical importance to Canada's economic growth and development.

Under terms of the agreement, Manitoba will receive over $21 million during 1982-83 for Institutional Training. It is expected that more than 7,000 adults will be trained through this program at the Community Colleges and other training centres.

A Labour Market Needs Committee has been formed to replace the Manpower Needs Committee that had overall responsibility for assessing manpower needs and related issues as per the terms of the AOT Agreement. The new committee consists of representatives from the federal and provincial governments. Sub-committees to deal with specific issues will be formed.

COMMUNITY COLLEGES AND ADULT AND CONTINUING EDUCATION BRANCH

Objective

The Manitoba Community Colleges provide educational services at the post-secondary level to adult learners in Manitoba. Programming includes day and evening courses in trades and technologies, applied arts and business, health sciences and continuing education. The courses are offered to those persons who wish to acquire or upgrade marketable skills or social and academic skills.

Three major centres, Assiniboine Community College in Brandon, Keewatin Community College in The Pas and Red River Community College in Winnipeg, deliver Community College programs throughout the province.

Activities

Overall enrollment for the Manitoba Community Colleges totalled 35,899 students, the highest in Community College history. During 1981, 33,541 students studied at the three Colleges. The increase was primarily in the Evening Program area with enrollment up nearly 12 per cent from last year.

Tuition fees for day and evening courses remained at the same level as the previous year.

The Colleges continued to be responsible for developing and monitoring training courses and certifying graduates of courses conducted under the Canada Manpower Industrial Training Program. During 1982, 1,300 contracts were serviced in Manitoba by the three Community Colleges.

The Community Colleges again provided training for international students under terms of agreements with the Canadian Bureau of International Education and the Canadian International Development Agency. Students from Libya, Nigeria and Tanzania received training in courses at Assiniboine Community College and Red River Community College.

During the summer of 1982, the Department of Labour and Manpower conducted a survey of Community College graduates who had completed their training in full-time day courses between August, 1980 and July, 1981. The survey results showed that 82 per cent of the graduates responding to the survey were employed, 4.0 per cent were taking further training, 2.2 per cent had withdrawn from the labour force, and 11.6 per cent were unable to find work.

The unemployment rate for 1981 graduates was 12.6 per cent. This represents a large increase in the rate of unemployment of Community College graduates over the previous five years when the rate ranged from 6.1 per cent to 7.4 per cent.

Nearly 89 per cent of the employed graduates had found employment in Manitoba. Of that group, 83.6 per cent were working in jobs related to their training and just over 81 per cent indicated they were using skills obtained through their training in their present jobs.

A study of students who entered day programs at the Community Colleges during the fiscal year 1981-82 showed that Employment and Immigration Canada-sponsored students in certificate courses of one year or less or apprenticeship training accounted for 42 per cent of the first-time enrollments. Only 17 per cent enrolled directly in a Community College course after high school with the balance of the student population persons who had interrupted their studies after high school and later decided to take post-secondary training.

The student characteristics study also showed that 75 per cent of the students were 20 years of age or older when they enrolled in College courses. Women made up 46 per cent of the first-year student body; up from the previous year when 43 per cent of first-year enrollments were women.

Course advisory committees, comprised of representatives from business, industry and the Colleges, as well as graduates, continued to provide the Community Colleges with relevant information and expert advice about training programs and manpower requirements.

A study of the goals and priorities of the three Community Colleges got underway late in the year. The study is designed to help the Community Colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning.

Groups to be surveyed include administration, faculty and students from each of the three Colleges, members of College advisory committees and representatives from various community organizations. The study is expected to be completed by the early spring of 1983.

ASSINIBOINE COMMUNITY COLLEGE

Objective

To provide persons living in southwestern Manitoba with full-time and part-time training in vocational and academic skills and to provide training programs to help meet the manpower needs of the province.

Activities

Programs were offered both on-campus in Brandon and in various other communities throughout the province. Assiniboine Community College (ACC) was again responsible for delivering Agricultural programs throughout the province.

Total enrollment of 5,722 students for the 1982 calendar year was the highest in the College's history. The previous high was 5,376 students in 1981. While several program areas enrolled more students this year, Agricultural Training accounted for the major increase with enrollment up 20 per cent over last year.

The 93,000 square-foot expansion to the original College building was fully completed this year. This expansion consists of three main buildings; an Academic Wing, Heavy Duty Shop and General Shops building. It has allowed the College to consolidate facilities and abandon inadequate training space in other Brandon locations. The increased space did not result in increased enrollment. Instead, it gave the College an opportunity to train all full-time students on-campus. An official opening of the new facilities was held November 29.

The Business and Applied Arts section was responsible for the following full-time day courses:

Business Accountancy
Business Administration
Clerk-Typist
College Preparation Program
Commercial Art
Correctional Officer
Hairdressing
Secretarial
Social Services

Changes in the College's Business Education programs went into effect in September, 1982:

The 10-month Business Accountancy course replaced Bookkeeping with the prerequisite raised to Grade 11. Content was revised in accounting, data processing, mathematics and communications.

The 10-month Secretarial program replaced the Stenography and Typing courses. The entrance requirement is Grade 11. Shorthand is now an optional subject.

Clerk-Typist is a new program with a Grade 10 prerequisite. It is a two-term course with emphasis placed on clerical functions. September and December were the intake dates for this course.

Major Changes were made in the Hairdressing Course this year. These involved:

(a) increase in the number of instructional and practical course hours;

(b) scheduling of two groups of students to all three instructors;

(c) reduction in number of related subjects; and

(d) development of new packages of instruction for each subject.

The Business Administration diploma course had an increase in the number of students returning for the second year of the program. There was also a slight increase in the demand for the first year of the course.

The Industrial and Technical section delivered the following full-time day courses:

Agricultural Mechanics
Architectural Drafting
Carpentry and Woodworking
Electrical
Electrical Technology
Farm Machinery Mechanics
Heavy Duty Mechanics
Machine Shop
Motor Vehicle Body Repair
Motor Vehicle Mechanics
Piping Trades
Radio and Television Technician
Telecommunications Technician
Welding

In addition, this section was responsible for apprenticeship training in the following designated trades:

Construction Electrician
Heavy Duty Equipment Mechanic

Industrial Instrument Mechanic
Motor Vehicle Mechanic
Plumber

The Plumbing Apprenticeship course was offered during the 1981/82 College year, but will not be offered in 1982/83. Other changes in the apprenticeship area included the extension of the Level IV Construction Electrician to 10 weeks and the Heavy Duty Level II to 8 weeks.

The Metal Fabrication course was dropped as a full-time program during 1982. However, the College still offers this course through the Special Programs section.

The two-year Farm Machinery Mechanics course graduated its first students this year. A total of 15 students were awarded diplomas for this program.

The Adult Basic Education and Special Programs section had a very successful year running Basic Training for Skill Development (BTSD) courses on-campus and in many off-campus locations. BTSD off-campus locations were as follows:

Brandon Correctional Institute
Camperville
Dauphin
Long Plains
Neepawa
Rossburn
Sandy Bay
Sioux Valley
Waterhen

Job Readiness Training (JRT) and Decision Making courses were offered at Dauphin, Long Plains, Sandy Bay and Brandon Correctional Institute. The JRT for Probationers held at Sandy Bay was very successful and will be repeated next year.

English as a Second Language was offered throughout the year on-campus. One off-campus course was run at Swan River. An Academic Preparation for College course was also delivered on-campus. This program is designed to prepare students to function in a community college or university.

Basic Literacy classes commenced full-time at Westbran and at Brandon Correctional Institute. Part-time evening classes were also held at the College. In addition, a volunteer literacy program was initiated. In this program, volunteer literacy tutors are trained by College staff to work on a one-to-one basis with students. Most of this volunteer training is carried out in the home.

In the area of Special Programs and Canada Manpower Industrial Training Programs, the College has expanded the offerings. These programs are designed to meet manpower needs in the province and to provide vocational skills for those living in southwestern Manitoba.

The following courses were offered in 1982 and are expected to be offered again in 1983.

Course	**Location**
Blue Print Reading	Brandon
Business Refresher	Brandon
Carpentry Training	Sioux Valley
Cook's Training	Brandon
Employment Strategies for Women	Brandon
Heavy Equipment Operator	Brandon Sioux Valley
Metal Fabrication & Welding	Glenboro Winkler
Micro-Computer	Brandon
Pre-Trades Orientation	Swan Lake
Product Knowledge (CO-OP hardware staff)	Federated CO-OP
Remedial Writing (Parks Canada staff)	Clear Lake
Truck Driver (Class 5-1)	Brandon Dauphin Glenboro Portage la Prairie Swan River Virden

The Educational Development and Support Services section includes Nursing Education, Agricultural Programs, Evening Programs, Student Services, Educational Support Services and the Learning Skills Centre.

The Nursing Education Department is responsible for the full-time Practical Nursing course, Nursing Refresher courses and the Health Care Aide course.

One R.N. Refresher course was offered on-campus this year. In addition, L.P.N. Refresher and R.P.N. Refresher were both also offered on-campus once during the year.

The Health Care Aide course was run once on-campus and offered in the following locations off-campus:

Birtle
Boissevain
Brandon
Carberry
Cartwright
Crystal City
Dauphin
Deloraine
Hamiota
Killarney
MacGregor
Melita
Minnedosa
Notre Dame de Lourdes
Rivers
Ste. Rose du Lac
Swan River
Virden
Winnipegosis

The Practical Nursing course commenced in Dauphin in December, 1982. This course accommodated 16 students and training will be completed by June, 1983.

In the area of Agricultural Programs, the College continued to run both Farm Management and Farm Maintenance courses at various locations throughout the province.

Farm Management courses are run in cooperation with the Manitoba Department of Agriculture and, in some cases, the Canada Employment and Immigration Commission. Courses offered this year included Grain Marketing, Farm Accounting, Farm Recordkeeping and Analysis, Finance and Risk, Crop Production, Beef Production, Dairy Herd Manager, Introductory Farm Management and Farm Worker. Courses were conducted in the following locations:

Boissevain
Brandon
Dacota Tippi
Dauphin
Deloraine
Fisher Branch
Gladstone
Gilbert Plains
Hamiota
Hartney
Inglis
Killarney
Keeseekowenin
La Riviere
Minnedosa
Morden
Ninga
Oakburn
Peguis
Pilot Mound
Portage la Prairie
Ste. Rose du Lac
Sandy Bay
Selkirk
Somerset
The Pas
Valley River

Farm Maintenance courses, which are offered in cooperation with the Department of Agriculture, provide farmers with training in the basic skills needed to repair and maintain farm equipment and buildings. This year, courses were offered in Electrical, Air-Conditioning, Farm Water Development, Farm Electrical Systems, Hydraulics, Mechanics and Welding.

During the year, Farm Maintenance courses were offered in the following communities:

Alonsa
Altona
Arborg
Boissevain
Brandon
Carberry
Carman
Cartwright
Crane River
Dauphin
Deloraine
Fisher Branch
Grandview
Hamiota
Inglis
Keeseekowenin
Killarney
Lundar
Lowe Farm
Manitou
Minnedosa
Morden
Peguis
Pilot Mound
Portage la Prairie
Rockwood Institute
  (Stony Mountain)
Roblin
Russell
St. Lazare
Ste. Rose du Lac
Shoal Lake
Souris
Starbuck
Stonewall
Swan River

Teulon
Virden
Whitemouth
Winkler
Winnipegosis

A new Farm Skills course was developed this year and run at Rockwood Institute in Stony Mountain. A Home Gardening course was also run at Sandy Bay and Dacota Tippi.

The 16-week Applied Agriculture course was offered twice this year, once in Brandon and once in Morden.

Evening courses were conducted in Brandon, Dauphin and Swan River during 1982.

A variety of new subjects were delivered for the first time, including Intermediate Wen Do, Stained Glass, Home Video, Introduction to Computers, National Coaching Certificate Program, General Education Development (GED) Preparation, Learning Skills and Effective Writing and Speaking. In total, 23 new subjects were offered.

This year saw the inception of a Child Care Certificate program in the evening. This program replaces the former Child Care Evening Certificate. Students who complete the required number of subjects will have a standing equivalent to the first year of the two-year Child Care program at Red River Community College. These evening subjects can be used to gain admission into the second year of the Red River program.

The first class of the Gerontology Certificate program graduated in April. This program is accredited by all three nursing associations in Manitoba. It has raised considerable interest among other colleges and institutions across the country. ACC has received several written requests for detailed information on the course.

The College continued to respond to the upgrading needs of adults in the trades. This year, ACC offered evening preparatory and refresher courses for adults who were planning to write journeyman or provincial certificate exams.

A special series of evening programs for women returning to school was also offered this year. These included a course on Learning How it Feels to be Learning and a Math Anxiety Workshop. These subjects were designed by ACC's Learning Skills Centre for women contemplating a return to school. The courses featured helpful components such as time management, career choices and study skills.

The College's Learning Skills Centre (LSC) continued to operate as an academic support service during 1982. In addition to providing instruction in learning skills and effective reading, the LSC offered several summer preparation courses. They are as follows:

Tanzanian Student Preparation (12 weeks)
Transition Skills — Native Students (5 weeks)
Nursing Preparation (3 weeks)
General Preparation (2 weeks)
Basic Math Refresher for the Trades (1 week)

These summer preparation courses resulted in the formation of on-going study groups for students.

The course in Transition Skills for Native Students was developed by the LSC to provide a comprehensive orientation to the College and the community. The course included an on-going follow-up of the students for the purpose of monitoring progress and adjustment difficulties.

The LSC has extended its hours to include two evenings a week. This accommodates those students whose schedule does not permit them to use tutorial services during the day. A peer tutoring system is also being developed by the LSC and computer-assisted learning is being employed to help augment the tutorial services available.

During the year, the College's Learning Resource Centre moved into new facilities in the Academic Wing. This new area provides much more library space and allows for an additional reading room, audiovisual section and TV studio.

Student Services once again offered a variety of personal growth workshops for students and staff at ACC. The workshops offered included Stress Management, Creative Job Search, Personal Budgeting, Vocational Planning and Interpersonal Communications. Student Services also continued to provide consultative assistance to students and College departments.

The Administrative Services section is responsible for admissions and registration and administrative services such as accounting and community relations.

The College was once again active in the area of community relations participating in numerous Career Days at Westman schools, the provincial Career Symposium and a Women's Conference at Brandon's Agricultural Extension Centre. Informational displays were also set up at a Brandon high school seminar and a Canada Career Week Display in Brandon.

Throughout the year, the College's community relations officer was in contact with all the high schools and Canada Employment Centres (CEC) in the area serviced by ACC. Two separate information seminars were held for high school and CEC counsellors. These allowed the College to relay up-to-date information and exchange ideas and concerns with the counsellors.

Graduation exercises were held on June 11, 1982 in Brandon's Keystone Centre with some 700 graduates participating. In addition, 48 individual awards were presented along with two Lieutenant-Governor's Medals and 31 Certificates of Achievement and Excellence.

RED RIVER COMMUNITY COLLEGE

Objective

To provide education for working life to meet individual aspirations of adult learners and the skilled labour market needs of the economy.

Activities

Red River Community College offered over 80 full-time day courses, 21 apprenticeship courses and several hundred evening and special courses this year. Program offerings ranged through basic literacy and job preparation, adult education, applied arts and business, health and personal services, industrial and technology and teacher education.

Course advisory committees, composed of students, staff, graduates and representatives from enterprise and labour and private and public agencies provided the College with information and advice on programming. A number of courses operated on a co-operative basis with a related industry and many included a training period with business or industry. College students received training on-campus and in extension centres as well as in hospitals, personal care homes, day care centres, bakeries and other business and industrial sites.

The student body was a diversified group with students from 16 to senior citizen age. Approximately 60 per cent of the full-time day students were between 20 and 34 years of age with 15 per cent under 20 and the balance 35 years of age or older. The number of women who took full-time training was almost equal to the number of men.

The College experienced its largest enrollment in history during 1982. Total enrollment for the calendar year was 27,390 students, up over 2,000 from 1981 when 25,354 persons studied at the College.

The increase was primarily in the Evening Program with 16,937 students studying evenings and Saturdays compared to 14,809 in 1981. For the second year in a row, more persons than ever before enrolled in evening courses and enrollment in this area has increased by one-third in the past two years.

The four main training divisions of the College are Applied Arts and Business, Health Sciences, Industrial and Technology and Adult and Continuing Education. In October, 1982, a restructuring of the former Continuing Education and Support Services Division and Administrative Services section resulted in a new Administration and Support Division. The Student Services Section is another major responsibility centre.

The College director along with his senior staff function on a team management basis. The College is student participation oriented with students involved on necessary committees such as the college council, course advisory, Work Place Safety and Health, Athletic and Food Services.

The Students' Association is a body incorporated under its own provincial act. The Association operated a general store, vending machines, a closed circuit TV system, a campus radio station, a student newspaper and a host of student activities.

Other campus facilities include the Access Program for Metis and status residents of Manitoba; R.R.C.C. Daycare Centre Incorporated; Canada Employment Centre; and the Department of Government Services, which operate and maintain the physical plant and grounds.

The Applied Arts and Business Division offered over 25 full-time day courses in the areas of Applied Arts, Business Administration, Business Education and Teacher Education.

The Applied Arts section includes Advertising Art, Barbering, Creative Communications, Graphic Arts, Library Technician and Photographic Technician, and food services courses such as Commercial Baking, Commercial Cooking, Chef Training, Fast Food Service Supervisor, Meatcutting, and Hotel and Restaurant Administration.

The Fast Food Service Supervisor course, a three-month co-operative education program designed especially for the growing fast food industry, was offered for the first time in February. Additional courses started in May and September. A new advisory committee was established for this course.

The Hotel and Restaurant Administration course has been extended by seven weeks to include more training in food preparation, dining room supervision, and the use of computers in the hospitality industry.

Advertising Art students were especially busy this year. In February, they hosted 15 students from the Fashion Design course at St. Lawrence College in Kingston, Ontario, then, in March, they paid a one-week visit to Kingston. This exchange was arranged through the Association of Canadian Community Colleges (ACCC) and its Open House Canada plan.

The Advertising Art students also developed a new identity program for the four Red River Community College restaurants. This program encompassed design ideas for signage, interior decor, packaging and printed matter. The Buffalo Place cafeteria was the first to take on a fresh new look.

Advertising Art students produced designs for public relations materials for several organizations including the Museum of Man and Nature, the Winnipeg Boys and Girls Club, the Manitoba Naturalists Society, and the Manitoba Library Association. They also designed Patriotic Studies posters for the Department of Education advisory board. For the sixth straight year, the local advertising agency, Paul, Phelan & Perry, sponsored an advertising contest for teams made up of Advertising Art and Creative Communications students. The teams worked with Paul, Phelan and Perry clients on the development of complete advertising campaigns.

Creative Communications students also prepared public relations campaigns for such groups as the Task Force on Maternal and Child Health, Canadian Hemophilia Society, Canadian Paraplegic Association, Midwestern Rail Association, River Heights Family Life Education Centre, Volunteer Centre of Winnipeg, Western Canadian Aviation Museum, the Red Cross Society, Prairie Theatre workshop, and Contemporary Dancers.

Once again this year, Creative Communications students, in co-operation with CKY-TV, produced, wrote, shot, announced and edited a half-hour show called "City Sources", which ran for 13 weeks on Sunday afternoons.

For the second year, a Library Technician subject was offered to University of Manitoba library staff. As well, plans were set in motion to offer cataloguing by correspondence to public library employees in rural Manitoba this coming winter.

The Hairdressing course was discontinued at the completion of the academic year in June, 1982. It was determined that the requirement for this type of training could be met by other institutions such as Assiniboine Community College and Keewatin Community College, private trade schools in Winnipeg and Brandon as well as through high school vocational programs. With an annual intake of 15 students, the College trained less than five per cent of the students enrolled in Hairdressing courses at the post-secondary level in Manitoba each year.

The Watch Repair course was not offered during the 1982-83 academic year and a decision has now been made to suspend operation of this course for an indefinite period. The suspension came following review of a study that was conducted in relation to demand for the course and the need to amend it to respond to major technological changes in the industry.

The Business Administration section is responsible for the Business Administration, Business Accountancy, Commerce/Industry Sales and Marketing, Computer Analyst/Programmer and the Computer Programming courses.

The Computer Programming course is a new six-month certificate course that started in September, 1982. This course, which is for Employment and Immigration Canada-sponsored students only, is conducted at a downtown Winnipeg location and will give 70 students a year intensive training in programming.

The Business Education section includes the Clerical Bookkeeping, Clerk Typist, Health Record Technician, Secretary — Certificate and Administrative Secretary — Diploma courses.

Revisions were made this year in the former Stenography and Secretarial Science Courses. Effective October, 1982, the Stenography course was renamed Secretary-Certificate and the Secretarial Science course Administrative Secretary-Diploma. Students in the Secretary course select either shorthand or machine transcription for their majors. In the Administrative Secretary course, three majors; legal, medical and general; will be offered to students entering the course in September, 1983.

The Business Education section offered two new short courses this year. Word Processing Training, a two-week intensive practical course, and Data Entry Operator Training, a five-week course on CADE Key-to-Disc equipment, appeal to persons seeking added skills in the new technology.

The four-year Business and Industrial Arts Teacher Education programs, offered in co-operation with the University of Manitoba, are the responsibility of the Teacher Education section. The section also offered the one-year Vocational Industrial Teacher Education course and the Pre-Trades Training for Women course.

The Certificate in Adult Education program offered by this section provides training to vocational teachers in high schools and adult educators for certification in their respective disciplines. This summer session program serves approximately 12 agencies outside the Community Colleges. The program is successful in meeting the needs of adult educators from diverse teaching situations.

The Health Sciences Division offered full-time courses in Child Care Services, Dental Assisting, Nursing and the Medical Technologies as well as Refresher and Completer courses for nurses who needed to update their skills or gain additional knowledge.

In order to meet the demand for trained child care workers, an additional class of Child Care Services students was accepted in September. The multi-media learning lab was expanded to provide for the increase in first-year enrollment. Curriculum development and revisions to second-year subjects continued. When the work is completed, the subjects will be offered in both day and evening courses.

The Manitoba Association of Registered Nurses granted the Nursing (Diploma) course full approval for a four-year period. The Manitoba Association of Licensed Practical Nurses has given conditional approval to the Nursing (Practical) course. The name of this course was changed from Nursing (Certificate) during the year.

By taking Refresher or Completer courses or becoming involved in the College experiential learning process, over 125 nurses were able to upgrade their qualifications and return to employment. Feedback from graduates and health agencies regarding the experiential learning process continued to be positive.

Minor changes are being made to the college nursing curriculum to meet the needs of northern nursing. Students will enter a new Northern Nursing Program in Thompson in January, 1983. The diploma nursing course will initially be delivered by Red River Community College, with Keewatin Community College assuming responsibility in the future. A new advisory committee was formed for this course.

Program approval was received from the Manitoba Dental Association for the Dental Assisting Expanded Duty day and evening programs. The Expanded Duty evening course was cancelled in September due to low enrollment.

National accreditation visits for the Dental Assisting Chairside and Nuclear Medicine Technology courses took place in November. Final reports are not expected until the spring of 1983. A program evaluation of the Medical Radiology Technology course was conducted by the Program Development and Evaluation Branch in preparation for a national accreditation visit in April, 1983.

Curriculum revisions for the Health Care Aide and Homemaker courses have been completed. These courses are now offered through the College Evening Program as well as in the community through the Health Sciences Division.

The Industrial and Technology Division is responsible for programs in three major areas — two year engineering based technology courses, one year or less skill courses, and apprentice trade courses. More than 40 full-time day courses were offered through this Division as well as apprenticeship training in 20 different trades.

The continuing demand for persons with training in critical skill shortage areas has resulted in the College continuing the arrangements to use a section of the government building at 626 Henry Avenue for Motor Vehicle Mechanic and Motor Vehicle Body Repair courses. The College is also using, for the second year, the shop facilities at Tech-Voc High School on an evening shift basis for the training of machinists. The College is as well, offering an evening shift program for the training of machinists.

During the year the Sewing Machine Mechanics course was transferred to Evening Programs in order to better serve the garment industry. The Power Engineering Class I course which the College planned to conduct, did not run due to lack of applicants.

A limited number of students who enrolled in the two-year Biological Technology course in September, 1982, will have the opportunity to specialize in Animal Health Technology in second year rather than Biological Technology. This new option has been developed in cooperation with an advisory committee that includes representatives from veterinary clinics and research organizations, university vivariums, and government. Graduates will be qualified to work in small animal, large animal and laboratory facilities dealing with various aspects of the veterinary field.

This division also continued to offer short specialty courses in Cross Connection Control, Manitoba Plumbing Building Code, Energy Conservation, Truck Driver Training, Mechanics Training for C.N.R. employees and intensive communications courses for industrial firms wishing to improve the skills of their employees. It also offered trade improvement courses in Masonry, which included a refractory specialty, Carpentry, Drywall Mechanic and Electrical Construction.

This division also offered a wide variety of short courses in a number of communities outside Winnipeg. The courses included Basic House Wiring, Snowmobile Repair, Outboard Motor Repair, Chain Saw and Lawn Mower Repair, Advanced Welding and Bus Driver Training. These courses were conducted at Dog Creek, Fairford, Lake St. Martin, Selkirk and the Headingly Correctional Institute. This area of programming was then transferred to the Adult and Continuing Education Division when the organizational restructuring took place.

The Adult and Continuing Education Division is responsible for Adult Basic Education, including English as a Second Language, Correspondence courses and the Canada Manpower Industrial Training Program (CMITP). The Division also operates the College Tutorial Centre.

Several new Adult Basic Education courses were offered this year including a part-time Writing Skills course, a part-time Apprenticeship Upgrading course, and an Adult 11 Mathematics correspondence course.

Most of the College language courses, which in the past were conducted in a number of locations throughout Winnipeg, have been consolidated at the Lansdowne School in the north end of the city. English as a Second Language courses were offered in the workplace for refugees and immigrants. In addition, there was a small group of foreign students, who were sponsored by their own governments, studying English.

The Administration and Support Division is responsible for the College Evening Program section and a variety of administrative and support service areas. The areas include Staff Services, Facility Utilization, Printing Services, Purchasing, the Bookstore, Accounts Receivable, Property Management, Physical Plant, the Resource Centre for the Handicapped, the Media Production Centre, the Learning Resources Centre and the Education Television Studio.

Evening Program subjects were offered on-campus and several other Winnipeg locations and in Carman, Morden, Portage la Prairie, Beausejour, Steinbach, Gimli and Stonewall.

New certificate courses were introduced in Child Care Services, Residential Child Care Workers, Occupational Health Nursing and Cardiology Technician. Approximately 30 new subjects were introduced in areas such as Executive Leadership, Legal Secretaries, Job Search and Career Change, Engineering Drawing, Child Care Worker in a Residential Setting, and Cardiac Pathology.

The Resource Centre for Handicapped Students expanded its program to include a four-week preparation course for physically and visually impaired students. A new 10-month Interpreter for the Hearing Impaired training program is also being offered to provide interpreters to meet an acute need across the country.

The most significant achievement of the Learning Resources Centre (LRC) in 1982 was the final implementation of the LRC on-line computer system. The system consists of three modules — acquisition, cataloguing and information retrieval. It employs the Amdahl computer located at the University of Manitoba to which are linked three IBM 3278 video display terminals located in the LRC. The BROWSE transaction, which is the only transaction available to the public, is in fact a functioning on-line catalogue allowing the users to access any of the books, periodicals or audio-visual items held in the LRC collection by author, title or subject via the terminal.

The Educational Television Production Centre continued to meet the instructional and support needs of the students and staff of the College. More than 4,500 hours were booked in the facility, with over 116 videotapes being produced, edited, or duplicated. The application of television as an instructional medium has shown a steady and progressive growth over the years.

The Student Services section includes admissions, registration, counselling services, student aid, physical education and health centre. The section also is primarily responsible for coordination with the Students' Association, as well as college community liaison activities.

Again this year, the counselling services office was faced with increased demand for its various services as people came seeking advice on employment, career change, training and education. More instructional areas included entrance testing as part of the admissions process and this fact, coupled with high levels of demand for courses, meant that the volume of testing related work almost doubled in comparison with the previous year. In addition, the counselling office assumed the major coordinating role for the contract education programs.

The health centre experienced an increase in admissions for treatment, counselling and health teaching. An emphasis has been placed on preventive medical services and the number of injuries has declined significantly through the participation of the health centre in the safety program.

An estimated 8,000 people attended the College's annual Open House on April 16 and 18, 1982. In order to provide course information to potential mature applicants who wish to either upgrade their existing skills or train for re-entry into the workforce, the College also placed an informational booth in the major shopping centres in Winnipeg during July and August. The College also participated in the School Counsellors of Manitoba Career Symposium '82 at the Winnipeg Convention Centre in February.

The College community liaison group visited over 80 high schools and special interest groups during the year to provide specific information to target publics. In addition, staff from specific program areas, in particular Business Education and Teacher Education, actively promoted their courses at Career Days and through school visits. Numerous groups of students, primarily from rural areas, were given tours of the College.

During March and December, informational seminars were held for Canada Employment Centre counsellors. High school principals, superintendents and their respective school board trustee chairpersons were invited to the College in April to meet with senior staff. Informational seminars were held in late September for high school counsellors from throughout the province.

In late March, College varsity athletic teams participated in the Canadian College Athletic Association championships in Calgary. The men's volleyball team won bronze medals in this national competition.

Approximately 150 awards, bursaries and scholarships were offered to Red River Community College students by over 95 business, industry, professional and student organizations. The awards were presented to deserving students at various times during the year.

Graduation exercises for diploma and certificate course graduates were held in two large commencement ceremonies at the College on June 29. As is characteristic of a Community College, a number of smaller graduation exercises occurred at various times throughout the year as students completed their courses and left the College.

KEEWATIN COMMUNITY COLLEGE

Objective

To support the social and economic development of Northern Manitoba by providing vocational and academic training which is appropriate to the abilities, needs and aspirations of its people and which effectively addresses the manpower needs of the Northern Manitoba economy and, where appropriate, the economy of the entire province.

Activities

Keewatin Community College is unique among the three Manitoba Community Colleges in that it serves an extremely scattered population of some 75,000. Only 30 percent of this population is located in larger centres such as The Pas, Thompson and Flin Flon. Therefore the major part of the College's market lies in communities outside the industrial North.

Total enrollment for the 1982 calendar year was 2,787 students, down very slightly from 1981 when 2,811 students studied at the college.

The College is comprised of five divisions: Industrial and Trades Programs; Service Programs; Community Services; General Education and Educational Support; and Administrative Services.

The Industrial and Trades Programs Division is responsible for curriculum to meet all needs of industrial employers in the North and to support apprenticeship programs of the Department of Labour and Manpower.

The Limited Electrical course was incorporated into the Pre-Employment Electrical course in the 1982-83 school year. The Level IV Industrial Electrical course outline was increased by two weeks to allow for the addition of Industrial Electronics, which necessitated the renovation of the Industrial Electrical shop/classroom to provide a larger work area and storage for the electronics part of the program.

The Carpentry-Woodworking course was extended to 10 months from eight months to allow for the addition of house construction work experience.

In September, 1982, a 20-week General Mechanics course, a prerequisite to the other mechanical pre-employment programs, was implemented. This new course covers material common to the three mechanical pre-employment courses: Motor Vehicle Repair, Heavy Equipment Repair, and Industrial Mechanics. Implementation of this course reduces the time span of Motor Vehicle Repair and Heavy Equipment Repair courses to 20 weeks and allows for the coverage of more advanced material within the Industrial Mechanics course.

A 1,000 square-foot machine shop has been constructed within the Heavy Equipment Repair shop. The area will be used to teach related machine shop courses to the mechanical pre-employment and apprenticeship students.

Major revisions to the Mining and Metallurgy Technology course were completed. Format has been changed from four 13-week modules to five 10-week modules with staggered intakes. With a mining instructor now on staff, all course outlines have been revised to reflect new objectives set out by the course advisory committee.

Major renovations to provide additional capacity in the welding shop commenced in September and new equipment has been ordered. Once renovations have been completed, two intakes will be offered yearly. A new Pipe Welding course for journeymen welders has been prepared for implementation in 1983. A new advisory committee has been formed for the Pre-Employment Welding course.

The Surveying Technician course was lengthened to include six weeks of work experience.

The Service Programs Division is responsible for all curriculum related to service occupations and organizations such as health, hospitality, business and secretarial, personnel services and community services.

The Community Health Representative course, a special program for native students, has been cancelled.

As a result of a survey conducted by the Manitoba Dental Association (MDA) in June, the Expanded Duty Phase II portion of the Dental Assisting course has been granted accreditation status for a further three years. The Canadian Dental Association surveyed the Chairside Assisting Phase I portion of the program in October. If approved, this Canadian Dental Association accreditation will be for a five-year period.

The Practical Nursing extension course in Thompson successfully graduated 15 students in August. Approval has been received to run the course again.

CBOM Accounting has been split into two formal courses of study — Clerical Bookkeeping and Business Accountancy. Business Accountancy is directed towards the professional accounting field. Both the Registered Industrial Accountants Association and the Certified General Accountants Association have approved various subjects for credit in their programs.

A new 20-week Career Exploration course has been developed with the prime objective to introduce special-need clients to learning basic skills for service industry jobs.

The capacity of Hairdressing was increased this year by four seats to accommodate applicant interest.

The General Education and Educational Support Division is responsible for all curriculum related to the development of literacy, numeracy, knowledge of basic scientific concepts, social and cultural studies. As in the case of the two vocational divisions, it can operate directly at The Pas location or through the Community Services organization. This Division is also responsible for providing a range of services for the College such as the Learning Resources Centre, Media Services, Diagnostic Testing, Counselling, the Certificate in Adult Education Program and assistance to instructors wishing to pursue general educational upgrading. Developmental concerns involve the provision of media support and learning resources to support distance learning; the use of volunteers to provide Basic Literacy Training; the development of more effective methods for Adult Basic Education, Job Readiness Training and Life Skills Training, as well as the adaptation of materials for cultural compatability with the Native population.

A course in Adult Basic Education 5 - 10 was offered in September, 1982 for employees on layoff from the Manitoba Forestry Resources complex. Off-campus courses in ABE 5 - 10 in The Pas were held at The Pas Correctional Institute, The Pas Reserve, Pelican Rapids, Easterville and Grand Rapids. ABE courses in the Thompson area were offered at Gillam, Brochet, Norway House, Garden Hill, Thompson, Split Lake, Oxford House and Nelson House. ABE 3 - 7, Workplace English and Mathematics were offered in November.

The Read to Know program was initiated to advance literacy. In September, 1981, the College received funds from the Department of Labour and Manpower, Volunteers in Public Service Program for a Coordinator of Volunteers position. In February, 1982, 38 volunteers from Flin Flon and The Pas were trained and qualified as volunteer tutors. In The Pas area, 10 volunteers contributed an average of 3.2 hours weekly to advance literacy.

The Community Services Division supplies continuing education and industrial training programs in northern urban communities with the support of other college divisions. Contact is maintained with community leaders in most communities throughout the North in an effort to identify education and training needs and ultimately deliver programming to meet those needs. Field coordinators in remote communities work in concert with full-time staff located in The Pas and are supported by the total resources of the College.

The College delivered a wide variety of special courses in a number of communities throughout the North. Introduction to Logger training was offered twice during the year. Leathercraft was offered at The Pas for native women from several adjacent communities. Northern Employment Opportunities was offered at Moose Lake and Pelican Rapids and Small Motor Repair was available at The Pas, Easterville, Grand Rapids and Pelican Rapids. The Thompson campus offered Small Motor Repair at Nelson House and General Mechanics and Basic Plumbing in Thompson this year.

A wide variety of evening subjects were available to the residents of Northern Manitoba this year. Thirty-eight new courses/seminars/workshops were conducted in The Pas covering subject matter such as Gerontology, Hospitality Supervision, First Aid, Taxation & Small Business, Stress and Tension, Being a Single Parent in Today's Society, and Chainsaw Maintenance.

New evening programs offered in Thompson included Shorthand, Gourmet Cooking, Introduction to Curriculum, Creative Experiences in Art, Electrical for the Homeowner, and Guiding Children's Behaviour.

The Administrative Services Division is responsible for all matters related to accounting functions, records, physical facilities, residences, and registration. In addition, the Division is responsible for the allocation and development of physical space; the audit and maintenance of aggregate records of personnel utilization and the development of records and accountability systems for field operations.

The Student/Staff Advisory Council held a total of 14 meetings during the year. As well, Council members and others in the College participated in a wide range of committees that were set up to deal with particulars areas of interest such as the student residence, academic policy. Student achievement awards, purchasing and microcomputers.

Community liaison and public relations activities concentrated on reinforcing the presence of the College north of the 53rd parallel by broadening the exposure and reach of the facility through promotional tours and mailing materials. Those areas which historically have yielded good enrollment response were targeted as well as Career Day type presentations in various Native reserves such as Pukatawagan and Norway House.

The College hosted the 4-West curling championships in March. Competitors came from non-degree granting post-secondary institutions in Alberta and Saskatchewan to compete against the Manitoba provincial champions and host teams. The College men's team won the gold medals.

The Annual Awards Night was held on May 20, 1982. Approximately 30 awards, bursaries and scholarships were presented to deserving students in all departments.

POST SECONDARY CAREER DEVELOPMENT BRANCH

Objectives

The Post Secondary Career Development branch is responsible for the development, implementation, and operation of special programs to provide career opportunities for disadvantaged residents of Manitoba by creating access to Manitoba's post-secondary education and training institutions.

Activities

1. BUNTEP is an off-campus teacher training project, delivered by Brandon University. The project operated in seven (7) communities during this year; Norway House, Split Lake, Peguis, Fairford, God's Lake, Grand Rapids, and Thompson. The project has an enrolment level of 110 and graduates approximately 35-40 per year. The project is cost-shared by the Province and the Federal government under the Manitoba Northlands Agreement.

   A major new development for this project during this year was the closing of four (4) centres where training was complete at the elementary level and the opening of an important new centre in the city of Thompson. The purpose of this centre is to serve a host of small northern communities which are too small to support centres of their own. The centre has an enrolment level of 35 students.

In addition BUNTEP began training junior high teachers at Norway House and Peguis.

2. The Winnipeg Education Centre is a joint undertaking of the Provincial Department of Education, Winnipeg School Division No. 1 and the University of Manitoba Faculty of Education. The purpose of the program is to train core city residents to teach in the core area schools. Approximately sixty (60) students are enrolled in the B. Ed. degree at the centre. The centre graduates approximately twelve (12) teachers a year.

3. The Inner City Social Work Program is a joint undertaking of the Provincial Department of Education and the University of Manitoba School of Social Work. It is funded under the new three party Core City Initiative Agreement.

   The purpose of this program is to train core city residents as Social Workers for service in the core city area. It offers a full BSW degree and is housed with Winnipeg Education Centre at Sir Sam Steele School. We expect that there will be a fruitful exchange between social work and education for the inner city as a result of this association. 30 students are currently enrolled.

4. The University of Manitoba ACCESS Program provides access to the full range of University services to disadvantaged residents of Manitoba. The program has enrolled fifty (50) students and had approximately six (6) graduates this year. The program is now fully cost-shared under the Manitoba Northlands Agreement.

5. The Special Pre-Medical Studies Program is designed to provide native residents of Manitoba who lack the prerequisites for entry into Medical School with an adequate background so that they can compete successfully for entry.

6. Native Medicine Program. As a result of the success of the Pre-Medical Studies Program, two (2) students gained entry into the Faculty of Medicine and one (1) into the Faculty of Dentistry in September 1982, the first native students to be accepted into these Faculties. It is anticipated that more graduates of the Pre-Medical Studies Program will follow this pattern.

7. The Red River Community College ACCESS Program is designed to provide community college training opportunities for status and Metis residents of Manitoba. The emphasis in the program is on Industrial Arts and Business Education teacher training, but also has students in the technologies and trades. The program has forty-five (45) students and is cost-shared by the Province and the Federal government under the Manitoba Northlands Agreement.

8. The Inner City Nursing Program has enrolled fifteen (15) students at Red River Community College in the diploma nursing program. It is expected that the first students will graduate in 1984.

   The objective of the program is to train core city residents (with the emphasis on native people) for service in the core city.

9. The Northern Nursing Education Program was established in Thompson in January 1983. Fifteen (15) students were selected into the first year of the program. The size of the program will grow by fifteen (15) students per annum until it reaches an enrolment maximum of forty-five (45) students. This program, which is the first nursing

diploma course to be offered in northern Manitoba, will provide access for disadvantaged northern residents and will provide a stable nursing force for northern Manitoba.

10. Distance and Adult Education. The branch has the responsibility of examining policy issues in this area.

This has been an important year for the branch. Not only have we witnessed an increase in the kinds of opportunities for the disadvantaged and an increase in the number of places available, we have also witnessed a marked increase in the demand for training. During the summer selection process, over all the projects, there were approximately ten (10) applicants for every available position.

STUDENT AID BRANCH

Objectives

The Manitoba Student Aid Program offers supplementary financial assistance to Manitobans whose finances may limit their pursuit of education. An assessment of financial need is performed on all applications to determine eligibility for assistance.

Activities

Financial assistance is provided through three major programs.

1) Secondary School Bursary Program

A. Regular High School Bursaries

Aid is available to students attending a public high school in Manitoba in Grades 9 to 12. These bursaries are intended to act as an incentive to high school students to remain and complete their high school program. A bursary of $275 is available to a student living at home and $550 to a student living away from home.

B. Frontier School Division Bursaries

Students who live north of the 53rd parallel are eligible for the Frontier School Division Bursary. Those who stay in residence at Cranberry Portage may receive up to $300 while students who leave their home community to attend high school elsewhere are eligible for $430 or $530 depending on the location of their school.

C. Adult High School Bursaries

Adult students planning to complete their high school education are eligible for $275 per term if they are in full time attendance in an adult education program in Grades 9 through 12. Additional assistance may be provided through the Student Social Allowances section of the Manitoba Department of Community Services and Corrections.

2) Assistance for Post Secondary Students

The Manitoba Government Bursary and the Canada Student Loans Programs provide financial assistance to students attending approved colleges, universities, schools of nursing and medical technology, private trade schools, church-related colleges and schools of dance, theatre, music and art.

The maximum award possible is determined by the length of the student's academic year. Students attending an eight month university program may apply for awards of up to $4,720 ($1,860 Canada Student Loan and $2,860 Manitoba Government Bursary). Students attending a ten month community college program may apply for awards of up to $5,740 ($2,370 Canada Student Loan and $3,370 Manitoba Government Bursary). Additional loan of grant assistance is available from the Manitoba Government in cases where additional need is identified.

Living and education costs for a single student in a college or university program averaged $3,260 if living in the parental home and $4,871 if living away from the parental home.

After evaluating resources available to the student, the average award for a student living in the parental home was $2,690. Students who are considered financially independent of their parents received average awards of $3,740 when they did not live in the parental home. The average award for married students was $4,570.

3) The Special Opportunity Program

This program provides assistance to students in the following areas:

A. Handicapped Program

The Special Opportunity Handicapped Program provides support for the extra services a student may require as a result of a disability.

B. Teacher Training

The Teacher Training Bursary Program provides assistance to teachers taking advanced courses in certain specialized areas of education. Bursaries greater than $1,400 are subject to repayment by service in Manitoba.

C. Prince of Wales/Princess Anne Bursary

The program is open to Manitoba residents of Indian or Metis origin attending post-secondary institutions approved for Manitoba Government Bursary purposes. The Four Nations Confederacy in cooperation with the Student Aid Branch selects registered Canadian Indian candidates for these special post-secondary bursaries. The Student Aid Branch is responsible for selecting Metis and non-status Indian candidates for the Prince of Wales/Princess Anne Metis awards.

D. Special Opportunity Secondary Awards

Metis and non-status Indian students who qualify for the regular high school bursary are considered for Special Opportunity Metis Secondary awards of $100 per year.

Registered Indian students who live permanently off reserve and who do not receive assistance from the Government of Canada are eligible for regular high school bursaries and Special Opportunity Native Secondary awards of $100 per year.

Table 11 shows the total number of students receiving bursaries and loans under the programs described above. The number of secondary and post-secondary applications received increased substantially in 1982.

The Student Aid Branch also administers the payment of loan rebates awarded in previous years and collection of provincial loans and Special Opportunity and regular bursaries. The Branch also audits selected applications, provides information on federal and provincial student aid services, and reviews post-secondary institutions requesting eligibility under the Canada Student Loans Program. Information to students on educational programs and costs is provided. Financial counselling and budget information is also made available.

ADMINISTRATION AND FINANCE BRANCH

Objectives

The Administration and Finance Branch is accountable for the comptrollership function and the development and direction of the financial, information processing, communications and other administrative support services for the Community Colleges, Adult and Continuing Education Branch, ensuring control of assets, budgetary planning, expenditure control and accounting for revenue and operating costs. This branch is also responsible for the coordination of financial administration and budgets for other PACE Branches. The administration of inter-provincial training agreements and the regulation of private trades schools are also responsibilities of this branch.

Activities

Financial Administration includes two major sections — Financial Planning and Review and

General Accounting. The Financial Planning and Review section maintains the course Cost Analysis System (CAS) as support for cost-sharing claims and agreements with Employment and Immigration Canada and other sponsoring agencies including provincial governments. The costing system and related financial reports provide a management tool for monitoring Community College operations. This section also forecasts training costs, and conducts financial studies related to college operations. The General Accounting section is responsible for daily operational activities relating to the central government receipts and disbursements systems, which include the commitment, vouchering and payroll systems. Other major duties include the monitoring of community college revenues and receipts, review of monthly financial reports and the preparation of quarterly cash flow reports.

The budget coordinator is responsible for the coordination of the budget estimates process with the colleges and the other branches within PACE and the preparation of the budget estimates for Cabinet approval. The internal auditor performs reviews of various financial and management information systems relating to the operations of the branches.

The communications officer is responsible for the advertising, community relations and public relations programs of the Community Colleges. Assistance and advice is provided to the individual colleges in regard to their communications programs and activities.

The intervarsity athletic director is responsible for the development and promotion of intervarsity athletics for the Community Colleges. Direction is also provided to the colleges' athletic administrators to ensure that the Community Colleges have a comprehensive program of intercollegiate athletics. Manitoba hosted the final 4 - West curling championship at Keewatin Community College in March. The host province won three medals with the Assiniboine Community College mixed team and the Keewatin men's team each capturing gold medals. The Assiniboine women's team won a bronze.

In the area of inter-provincial training agreements, the provinces signed an agreement with Saskatchewan in September to provide training for residents of that province as occupational therapists. The five-year agreement guarantees entry of four Saskatchewan residents annually into the University of Manitoba's Occupational Therapy program.

Manitoba also has agreements with other provinces to provide training for Nuclear Medicine Technology and hearing impaired students. Under similar agreements, Manitoba students travel to other provinces to receive training in Optometry, Veterinary Medicine, Surveying Engineering and to participate in programs for both the hearing impaired and the visually impaired.

The branch also is responsible for the regulation of private trade schools. At the end of 1982, 32 schools were registered under the Private Trade Schools Act. Included in the total were five newly-registered schools offering training in word processing, electrolysis, modelling, truck driving and travel and tourism. An electrolysis school, located in Brandon, ceased operation in 1982.

MANITOBA COMMUNITY COLLEGES PRODUCTIVITY ANALYSIS

	1979/80 ACTUAL	1980/81 ACTUAL	1981/82 ACTUAL	1982/83 REVISED
Resource Data				
SMY (Excludes Contract Staffing)	951.4	968.1	992.3	1,019.0
MIS Staff included above	30.9	30.6	28.8	28.0
Expenditures (000's)	$30,854.0	$34,074.9	$39,059.0	$44,015.4
Revenues:				
Fees & Miscellaneous	$ 4,183.8	$ 4,789.9	$ 5,518.0	$ 5,633.4
Shared Cost	12,401.5	14,673.2	15,629.8	18,216.1
	$16,585.3	$19,463.1	$21,147.8	$23,849.5
Net Provincial Cost	$14,268.7	$14,611.8	$17,911.2	$20,165.9
Output Data				
Enrolments	30,916	31,281	34,548	36,829
Training Days (Net)	1,269,137	1,303,860	1,337,556	1,367,642
Unit Data Analysis				
Training Days per SMY	1,334	1,347	1,348	1,342
Gross Cost/Training Day	$24.31	$26.13	$29.20	$32.18
Percent of Cost Recovered	53.8%	57.1%	54.1%	54.2%
Current Value Canadian Dollar — Base 1971 — Statistics Canada (1971 equals $1.00)	(.52)	(.48)	(.42)	(.37)
Discounted Gross Cost/Training Day	$12.64	$12.54	$12.26	$11.91

PROGRAMMING BRANCH

Objective

The Programming branch, which includes the Program Development and Evaluation group, is responsible for the planning, development and evaluation of Community College courses and operates in a supportive and consultative capacity with the Colleges. Specifically, the branch works with the Colleges in the assessment, submission for approval, coordination, evaluation and continuing development of existing courses at the Colleges as well as providing liaison with other provincial and federal government departments, non-government departments and industry.

Activities

The branch continued its activities with operational planning. The annual review of Community College courses was part of this process. This involved an analysis of demand, enrollment/capacity, attrition and follow-up data for all courses. The review resulted in a number of recommendations related to college programming.

As part of a tri-college committee, the branch assisted in the development of a report on the present use of computers in college programs, existing hardware and software, and current and future needs for the professional development of instructors and administrators.

An evaluation was carried out of the Community college program at St. Boniface College. This included follow-up data, financial data, student evaluation of curriculum, etc. A general review of the training at Keewatin Community College was also carried out. This review resulted in some recommendations related to operations at the College.

The branch participated in a needs assessment of the Thompson community with respect to the need for vocational and business programs. This was a cooperative project with the Field Services Branch, Field Services and Research branches of the Department of Education and the Mystery Lake School Division.

A review was conducted of the Thompson campus operations of Keewatin Community College. This review was related to the assessment of vocational training needs to facilitate future planning in the Thompson area. A process evaluation was also performed on the Practical Nursing course operated at Thompson by Keewatin Community College.

The branch assisted Assiniboine Community College with the development of a Farm Labourer Training program for the Rockwood Institution and the Federal Government. Assistance was also provided to Red River Community College in the development of an Animal Health Technology course. This course is an option in the Biological Technology course.

The Watch Repair course at Red River Community College was reviewed with respect to trends in the industry. Recommendations were made related to the continued need for this course and the course has now been suspended indefinitely.

Follow-up surveys were conducted of several classes of Heavy Equipment Operators at both Assiniboine and Keewatin Community Colleges. Both graduates and non-graduates were surveyed to determine employment patterns. A survey was also carried out on 1981 graduates of nursing courses at Red River Community College. The results were compared with baseline data on 1976-to-1978 graduates in order to assess the effects of the career-ladder training approach.

A review was carried out of the Learning Skills Services at the three Community Colleges. This review resulted in a report and recommendations.

A study was made of the attrition of native students at the Community Colleges. A pilot project on College Survival Skills for Native Students was initiated at Assiniboine Community College. The project was evaluated and recommendations made for future planning.

A survey of the training needs of the fashion industry in Manitoba was undertaken. This survey resulted in recommendations for the implementation of several evening courses at the Community Colleges. An employer survey was conducted to assess the need and employment potential for junior computer programmers and a study was made of the needs for Pharmacy Technician training in Manitoba.

In conjunction with the Research branch, Department of Labour and Manpower, the branch undertook a five year longitudinal follow-up study of 1976 Community College graduates. The objective of the study was to assess changes over the five years with respect to graduates' labour market experiences, continuing education plans, critical intellectual development and satisfaction with changes in job and career.

In cooperation with the Universities Grants Commission and the Research branch, Department of Education, the branch assisted with a longitudinal follow-up of graduates from Manitoba's universities from the years 1976 to 1979. The study assessed graduates' labour market experience, critical intellectual development while at university, continuing education plans and satisfaction with university.

The branch provided consultative and resource assistance to other groups in a number of studies. These include S.E. Tribal Council Maintenance Program; Aerospace Industry Training; Northern Affairs Census; liaison between the Manitoba Metis Federation and the Community Colleges; and a Data Processing Manpower Needs survey. Assistance was also provided to external groups to identify training needs and facilitate training plans. These included the Manitoba Crafts Council and the National Advisory Council on Marine Training.

The branch assisted the Fire Commissioner's Office, Department of Labour and Manpower, in the development of curriculum and objectives for a proposed Emergency Medical Training program.

The branch assisted in the evaluation of course materials submitted for approval under the Private Trade Schools Act.

In cooperation with the Western Canada Post-Secondary Coordinating Committee, Sub-Committee on Accessibility of the Disabled Adult, a study was conducted on post-secondary accessibility and a report was prepared.

PERSONNEL BRANCH

Objective

The Personnel branch provides service to the Community Colleges in the areas of staffing, job classification, staff development, salary administration, labour relations including collective bargaining, grievance handling, arbitration, and staff budgeting and control.

FRONTIER SCHOOL DIVISION NO. 48

Frontier School Division operates 34 schools in 31 communities serving a total student enrollment of almost 6,000. There are 9 one and two classroom schools in the division with a total enrollment of only 171 students. The smallest school in the division at present is at Princess Harbour. Enrolled at the school are 7 students in levels nursery, kindergarten, grades 2, 3 and 5. There are 6 other schools with fewer than 25 students. The total high school enrollment in the division is 832 students. These students attend high schools in six communities. Only in Norway House and Cranberry Portage are there high school facilities which are separate from elementary and primary grade levels. All others are schools which offer all grade levels of nursery through to grade 12. The high school at Cranberry Portage includes a residential facility which provides homes for approximately 195 students who are attending high school away from their home communities.

As well as operating schools in communities the division continues to provide a student placement program for students who must attend school away from their home communities for various reasons. Since 1980 the division has assumed responsibility for provision of educational services for all children living outside of organized school districts and north of Township 22. In 1982 Frontier School Division has taken responsibility for education at the Ebb & Flow community, the non-treaty community of Cross Lake and has re-opened a school at Sundance, north of Gillam. A total of 339 teachers were employed by the division for the fall term of the 1982/83 school year. Other school program support personnel on staff include reading and language development consultants, 3 psychologists, 3 math/science consultants, a curriculum consultant, post-school counsellor and department heads for the health/nutrition program and the student placement program. The division also employs 54 teacher-aides who are enrolled in the P.E.N.T. Program, a division sponsored teacher training program.

Major Activities

In addition to regular classroom instruction Frontier School division, like all other school divisions in Manitoba, provides a wide variety of support services. These services are those which are felt to be of highest priority and of greatest need in ensuring that a high quality education program is offered in the northern, isolated and frequently economically depressed communities in which the division has educational responsibility.

1. *Parental/Community Involvement*

Maximizing parental and community involvement in both the development and administration of effective programs continues to be a high priority with Frontier School Division No. 48. The division now has effective school committees in each of the communities served as well as a Central Advisory Committee made up of six elected representatives from Frontier communities, as well as representation from the Manitoba Metis Federation and Manitoba Indian Education Association. The local school committees as elected spokesmen of the parents in each community are responsible for all aspects of the operation of their school. All staff hired, whether teaching or non-teaching, are only hired by the division with the concurrence of the local school committee. The school committee is also involved in decisions regarding programs, policies and budget proposals. All elected school committees hold regular meetigs and make recommendations to the official trustee, the area superintendent, or to the principal. These advisory committees operate by constitutions and terms of references using procedures similar to those used by rural school boards in other areas of the province.

The Central Advisory Committee continues to provide direction on division-wide policies and procedures. This committee has also served an important function by providing division residents with an opportunity to have their elected representatives involved in determining educational policies and programs for the province of Manitoba through their participation as full members of the Manitoba Association of School Trustees. The advisory committees also hold an annual school committee conference as well as regular area meetings.

2. *Program Support Services*

In 1982 Frontier School Division No. 48 has not, because of budget limitations, embarked on new curriculum development projects but has either completed or continues to work on several major curriculum development projects which were started in previous years. It is necessary for the division to become involved in curriculum development for its communities because of the unique needs of northern communities served by the division. The activities of the program support services section of the division have been aimed at overcoming the unique problems and situations faced by northern students.

Because many of the students in Frontier School Division speak English as a second language, language development in English, Cree and Saulteaux has been a priority. The division language development staff have now worked with teachers at all grade levels from nursery through to grade 9. In 1983 the emphasis will be on language development at the high school level as well as in training northern born teachers as language development specialists. It is the goal of the division that all teachers in the division will have an opportunity to take part in some training in language development.

In 1982 the division completed the Native Language Program in both Saulteaux and Cree for the kindergarten to grade 3 levels. These are now being piloted while staff continue with program development for the grades 4 to 6 levels.

A second major area of emphasis has been in social studies and native studies. A modified social studies program for grades 4 to 9 has been completed and is currently being piloted and revised in Frontier School Division schools. The Native Studies Program has been completed and is currently being taught as part of the regular program in all of the Frontier high schools. This program includes instruction in contemporary northern issues such as hydro development projects, the Northern Flood Agreement negotiations, the Constitution, land rights, as well as programs, policies and activities of all native organizations in Canada. Efforts are also being made to develop a program and instruction in economics in the north.

Norway House Comprehensive High School is now offering full programs in power mechanics, building construction, institutional food services, business education, as well as academic and occupational entrance programs. Arrangements have also been made through Keewatin Community College to begin offering adult programs in both Norway House and Wabowden. Community schools also continue to offer a wide variety of continuing education programs.

An area in which the division has not been able to attract sufficient staff to offer top grade programs has been in guidance services. A start has been made in guidance program development and it is likely that through the co-operation of the New Careers Program of the Department of Labour that a guidance counsellor training program for northerners will be initiated in 1983.

3. *Student Services*

Students attending school in Frontier School Division continue to receive the benefits of a program that is generally comparable to southern programs but also provides special programs and services for northern students. A continuing difficulty in the division is the size of our high schools. This is sometimes a source of frustration for the parents who would like to have their children enrolled in a special program but because of enrollments and staff limitations it is not possible to offer all programs that everyone would like. The policy of the division is to offer the widest variety of programs possible and particularly to offer those which meet the needs of the majority of the students. All high schools offer the 01 programs and sufficient 00 courses to enable all students to receive a grade 12 certificate which is acceptable for university entrance. During 1982 the division has experimented with various styles of individualized instruction and distant learning in order to determine whether or not there are more efficient ways to offer high school courses to very limited numbers of students.

Each year all high school students are required to write examinations in the core subject areas. Elementary school teachers are also encouraged to do likewise. In 1982, for the fifth consecutive year, the Canadian Test of Basic Skills was administered to students in Frontier School Division. Results show that a large number of division students at all grade levels are achieving national norms in basic skill areas. There is, though, a gap in achievement between national norms and scores by students who are learning English as a second language. Experience has also shown that home environment and parental support have an impact on student achievement. One of the most positive signs in education in Frontier School Division is the student attendance records. It is now not unusual for schools to obtain pupil attendance monthly averages of over 90%. For example, in the Berens River community, in the month of December, a grade 7 class, a level at which we have experienced our worst attendance problems, had an average attendance of 96.73%. The same school had 156 students with perfect attendance during the month of December out of a total student enrollment of 324. Berens River School had a first term average attendance of almost 90%. All schools in the division have shown a dramatic increase in pupil attendance during the past year. This seems to indicate both parental and pupil support for those things which are happening in their schools.

As is the situation in all school divisions, a percentage of the student population have special needs. In September 1982, 131 students were identified as requiring special assistance and qualifying for the Low Incidence Special Needs Grant available through the Department of Education. All of these students will receive special tutorial help as well as other assistance tailored to their specific needs whether physical or otherwise.

In September 1982, 175 students registered in the Frontier School Division Student Placement Program. This program is one which is operated by the division to provide educational opportunities for those students who cannot receive the education they require in their home communities. As well as providing home placement for the students, the Frontier staff also provides personal guidance and career counselling. Enrollment in this program is up from the 1981/82 school term. Seventy-five percent of the students are enrolled in the 00 and 01 academic programs and the other 25% in vocational, occupational and special education programs. It is anticipated that approximately 30 students in the home placement program will graduate from grade 12 next June. Because of the increasing number of students at the high school level in the division and in the student placement program, a new program which was started in May 1982 is post-secondary counselling. The one individual who is responsible for post-secondary counselling is responsible for coordinating career counselling in the community schools as well as providing counselling services to post-secondary students particularly during their first few months of enrollment at university or community college. In September 1982, 60 graduates from Frontier schools enrolled in post-secondary education. As of December 31, 1982, 52 of these students were continuing their education. Normally without the post-secondary counselling services, we would have lost between 40 and 50 percent of the students by mid-term. Of the 8 students who dropped out of post-secondary education, all dropped out because of personal or financial problems. None dropped out because of academic reasons. It is anticipated that in September 1983 as many as 100 new Frontier graduates will enroll in post-secondary institutions. Not all students enrolled in further education are studying in Manitoba. Three are studying in Ontario and Alberta because the courses which they desire, in areas such as forestry and conservation, are not available in the province.

4. *Professional Development*

Approximately half of the teacher professional development activity in the division is determined by the division and half is determined by the teachers themselves. During the 1981/82 school year, teachers participated in in-service sessions organized by the division, Manitoba Department of Education, Manitoba Teachers' Society, special area groups and associations and on many occasions, arranged their own in-services at the school level. The two professional development sessions at which the largest number of teachers participated were the SAG sessions, organized by the Manitoba Teachers' Society and the Annual Conference on Teaching English as a Second Language.

During the past three years language development has been an area of greatest demand by division teachers. The language development training program offered by the division has trained teachers from the kindergarten to grade 9 level and is presently planning on offering more professional development at the high school level in this area. Other areas in which teachers have participated extensively include social studies, native studies and guidance training.

The division continues its involvement as one of the funding bodies of P.E.N.T. All teacher-aides employed by the division must as part of their terms of employment, enroll in the P.E.N.T. program. Teacher-aides work with the division from September to mid-May, at which time they are relieved of their duties at the schools in order to attend university courses at Brandon University during the spring and summer sessions. The P.E.N.T. program is continuing to the satisfaction of the division. It is a main source of native teachers who are fluent in one of the native languages and familiar with the cultural background of the students.

5. *Nutrition/Health Program*

The function of this program is to assist in the provision of comprehensive health services to students and to assist teachers in health education as well as to provide a daily nutrition supplement to the younger students. Through the nutrition supplement services approximately 3500 nursery to grade 4 students in 34 schools receive a daily nutrition supplement. The purpose of the supplement is to balance the student's diet and provide some nutrition education.

In addition to the director and three professional staff trained in nursing and nutrition, sixteen New Careers trained nutrition/health paraprofessionals assist in achieving the goals of the program.

The paraprofessionals are the individuals who have daily contact with the schools. They are community members and in most cases have raised families of their own. The training which they receive enables them to carry out basic first aid and health record keeping under the supervision of area nurses, to supervise the nutrition education program, teach some elements of nutrition and health education and conduct community workshops primarily in the area of nutrition education.

The success of the Nutrition/Health Program continues to be assessed through co-operation with the Family Studies Department of the University of Manitoba. Some of the preliminary results which are presently available, particularly in the area of the effects of the nutritious snacks, are proving valuable to the division in priorizing the goals and strategies of the program.

6. *Building Projects*

Construction of a new school at Duck Bay was completed during the summer of 1982. It has replaced the temporary classrooms in which all educational activities took place until the opening of the new school. A major addition to the Wanipigow School is presently underway. The additional new space is approximately 25,000f^2, this includes space for a larger gymnasium, home economics and industrial arts facilities, as well as added classroom space. When the project is completed by late spring 1983, it will be possible to remove all temporary classrooms and vacate the old primary school. In December 1982 a new school for the Metis community at Cross Lake was completed. This school will make it possible for the children, grades nursery to 8 inclusive, to attend school in their home community. Prior to September 1982, the students attended school on the Cross Lake Reserve. The Cross Lake School includes six classrooms, a science room and a gymnasium.

Working drawings are in the process of being completed for major additions at Crane River and Cranberry Portage. The Crane River addition is approximately 6,000f^2 of new classroom space. The addition at Cranberry Portage includes a new gymnasium and is approximately 7,500f^2 in size. It is anticipated that both of these projects will be under construction in early 1983. Both are scheduled for completion by January 1984.

RESEARCH BRANCH

The Research branch is responsible for the development, direction and co-ordination of the Department's overall research thrust. Functioning in a staff relationship to all sections of the department, the responsibilities of the branch include the provision of research support to assist departmental management in developing effective policies, plans and programs to meet identified needs in education.

More specifically, the Research branch is responsible for co-ordinating and directing practical research activities to support the following functions: (1) planning; (2) policy development; (3) management; and, (4) assessment.

I. Major Activities

Major activities undertaken by the Research Branch during the period January 1, 1982 to December 31, 1982 fall into the four function categories. The activities under each category included:

Planning

- Small Schools: An Action-Oriented Plan
- Manitoba Exchange: A Plan for Student Travel Exchange
- Mature Student Follow-Up Study
- A Study of Grade XII Intentions
- Museum of Man and Nature Planning Study: Interim Report
- An Examination of Teacher Needs in Manitoba: A Survey and Forecast
- Enrolment Forecasts Services Using Family Allowances Information
- Planning and Research: A Conceptual Plan
- Regional Services: A Conceptual Plan for Organization and Delivery

Policy Development

- Multiculturalism in Schools: A Policy Proposal
- School Closure: Development of a Policy Position

Management Information

- Multi-Age/Grade Achievement: A Background Paper
- Disadvantaged and High Risk Children: An Identification of Potential Clients/Groups
- Probationary Policies and Practices: A Background Report
- Professional Development in the Department of Education: A Status Report
- Overseas Educational Export Corporation: Status Report
- Educational Ombudsman: Role, Function and Activity
- Research in the 1980's: A Scenario
- International Covenant on Economic, Social and Cultural Rights — Manitoba's Submission
- Analysis of the Manitoba Teachers' Society Microcomputer Survey
- Analysis of the Manitoba Teachers' Society Small Schools Survey
- A Comparative Study of Teacher Qualifications and Teaching Assignments
- Women in Management
- Women and the Impact of Microtechnology

- Interprovincial and International Migration of Children
- CMEC Special Education Survey

Assessment

- River East Microcomputer Project
- English-Ukrainian Bilingual Project: Final Report
- Evaluation of the Co-operative Vocational Education Project
- St. Vital Learning Enrichment Program
- Evaluation of the Film Catalogue
- Museum of Man and Nature: School-Aid and Teacher's Guide Evaluation
- Pilot Test of CMEC Special Education Project
- Evaluation of St. James-Assiniboia School Division ITV Centre
- Evaluation of Artists in the Schools Program Operation
- Artists in the Schools: Program Content Evaluation
- Evaluation of Manitoba High Schools Careers Symposium

II. Other Services

In addition to its primary functions, the Research branch provided several other services to other departmental branches, educational organizations, school systems and educators. These services included research dissemination, consultation, and committee representation. Briefly these services included the following:

Dissemination

As well as disseminating research reports and findings within the Department, to educational organizations, school superintendents and schools, the branch also used other vehicles to share research information. These included:

- presentation of a paper, "Evaluation Research: A Catalyst for Change in Computing", at the AEDS Conference
- publication of articles in Education Manitoba: (a) "Are You Planning for Children?", (b) "One Parent Families — Children's Viewpoint", and, (c) "Geneva: International Conference on Education".

Consultation

Consultation on survey design, analytical and methodological strategies was provided to numerous clients. The studies serviced included:

- Canadian Child and Youth Drama Association Annual Conference
- Health Assessment Survey
- Norwood School Division Planning Study
- Survey of School Computing Capability
- Sexual Abuse Survey
- Federal/Provincial ESL Needs Assessment
- Frontier School Division High School Program Survey
- Senior Years English/Language Arts Survey
- Biology Core Curriculum Survey
- Survey of Learning Assessment Programs
- Early Years Program Review Committee: Science Curriculum Implementation Survey
- Nursing Graduate Survey
- The Medical Radiation Diagnostic Technology Graduate Follow-Up Questionnaire
- Early Childhood Lecture Questionnaire
- St. James School Division Contact Readership Study

Committee Representation

Finally, Research branch staff served on a number of committees at the inter-provincial, provincial, interdepartmental and departmental levels. The committees included:

- Council of Ministers of Education, Canada — Contact on International Education
- Council of Ministers of Education, Canada — Provincial Contacts on Education Data
- Joint Committee on Evaluation
- Advisory Committee — Core French
- Working Group on Early Identification and Intervention
- School Buildings Projects Committee — Public Schools Finance Board
- Advisory Committee — French Immersion Research
- Manitoba Education Research Council
- Manitoba Committee on University Outcomes
- Graduate Studies and Research Committee — Faculty of Education, University of Manitoba
- Data Users Committee — Manitoba Bureau of Statistics
- Feasibility Task Force on the Manitoba Science Center
- Program Development Sub-Committee of the Science Center Task Force
- Small Schools Advisory Panel

THE ADVISORY BOARD OF THE DEPARTMENT OF EDUCATION

Objectives

The Advisory Board of the Department of Education is established under Sections 10 and 11 of The Education Administration Act (December, 1981). As set out in Section 16(3) of the Act the board shall report annually to the Minister and may make suggestions and recommendations for promoting education generally as may be deemed useful and expedient. The Advisory Board assesses and studies matters related to education that are referred to it by the Minister. The board has specific responsibilities for prescribing the form of religious exercises and patriotic observances. The board may assess curricula, textbooks and other instructional materials for use in public schools as well as engage in research and study of matters of educational policy, other than those of administrative detail and shall report thereon to the Minister.

Activities

(1) **Patriotic Observances Material**

The Patriotic Observances booklets K-VI were translated into French. These were then made available to all schools in Manitoba who requested the French version.

The board made arrangements with Red River Community College to have the Art students design posters that would be suitable for the patriotic observances program. The students developed about forty posters for the committee. The committee selected ten from the group which they felt would be suitable for reproduction. Since that time, these ten have been purchased from the students. It is hoped that these ten posters can be made available to all schools in the Province of Manitoba.

(2) An ad hoc committee was set up to study the topic "Resource Management." The committee did a great deal of work in putting together a report and recommendations for the Advisory Board. Following the presentation, the Advisory Board concurred with the recommendations which were sent on for further consideration.

(3) The Advisory Board set up an ad hoc committee to study the idea of Immunization of Children for School Entry. Following much study and with the support from the medical profession, the Advisory Board formulated a number of recommendations. These recommendations have now been presented to the Minister.

(4) Another committee was charged with the responsibility of drafting recommendations regarding Computers in Education. The recommendations submitted were approved by the Advisory Board. These recommendations tended to parallel recommendations made by other study groups in Manitoba.

(5) On June 15, 1982, the Chairperson Mr. Ross Murison, Vice-Chairperson Mrs. Lila Goodspeed and Secretary Mr. Mac Taylor, met with the Minister of Education, Honourable Maureen Hemphill to present information and recommendations regarding the following:

i. Patriotic Observances
ii. Computers in Education
iii. Religious Exercises
iv. Re-Organization of the School Year
v. Resource Management
vi. Transfer Slips
vii. Immunization for School Entry
viii. Role of the Advisory Board

(6) The Advisory Board had a very busy year. During the year the board heard a number of very interesting presentations covering a variety of topics. After due consideration, the board in keeping with its responsibilities made a number of recommendations to the Minister.

The following is a list of the presentations received by the board during the year:

(a) Curriculum Update —	Mr. Stan Bullock Director of Curriculum Department of Education
(b) Special Education Update —	Mr. Bert Cenerini Coordinator Child Development & Support Services Department of Education
(c) Resource Management —	Mr. Donald Alexander
(d) Health Education Program —	Mrs. Mary Brown Consultant Department of Education
(e) Immunization of Children for School Entry —	Dr. Allan Cameron Medical Director Rehabilitation of Children
(f) Immigration and English As A Second Language —	Mr. Abe Peters Curriculum Consultant Department of Education
(g) French Programs in Manitoba —	Mr. Guy Roy and Mr. Louis Gosselin Bureau de l'Education Française Department of Education
(h) Physical Education —	Mr. Dick LaPage Consultant Department of Education
(i) Small Schools —	Mr. John Shaw Coordinator of Small Schools Department of Education
(j) School Bus Safety —	Mr. Denys Herbert and Ms. Evelyn Sutton Manitoba Safety Council

The Advisory Board held six meetings during the year and had an average attendance of twenty people per meeting.

One of the major projects for the coming year is a further study and review of the regulations governing Religious Exercises. This study was begun in 1981 and it is hoped that the report can be finalized this year.

The Advisory Board will continue to fullfil its mandate regarding the various areas of responsibility and looks forward to providing the Minister with recommendations on any matter submitted for study by the Minister.

The board membership includes citizen members, representatives of the Department of Education, school trustees, teachers, superintendents of schools, the senate of the three universities and the community colleges.

Membership of the board for the 1982 year —

January-June	**September-December**
Department of Education:	
Mr. L.A. Floyde	Mr. L.A. Floyde
Mr. A. Krawec, Assistant to the Deputy Minister	Mr. A. Krawec, Assistant to the Deputy Minister
Mr. S.A.I. Bullock	
Mr. N.S. Toms	
Mr. J.M. Taylor, Secretary	Mr. J.M. Taylor, Secretary
Manitoba Association of School Trustees:	
Rev. M. Buyachok	Rev. M. Buyachok
Mr. Frank Kennedy	Mr. Dave Edwards
Mrs. J. Johnson	Mrs. J. Johnson
Ms. F. Warner	Ms. F. Warner
Manitoba Teachers' Society:	
Ms. H. Hill	Ms. H. Hill
Mr. R. Murison	Mr. R. Murison
Ms. D. Young	Ms. D. Young
Mr. R. Virtue	Mr. R. Virtue
Manitoba Association of School Superintendents:	
Mr. G. Newton	Mr. R. Williams
University of Manitoba:	
Dr. A.M. McPherson	Dr. A.M. McPherson
University of Winnipeg:	
Dr. H.M. Hutton	Dr. H.M. Hutton
Brandon University:	
Dr. D.T. Hayes	Dr. R. Pippert
Community Colleges Division:	
Dr. C.H. Howard	Dr. C.H. Howard

Citizen Members:
Mr. D.J. Alexander
Ms. S.A. Arnason
Mr. W. Dutka
Mr. R. Friesen
Mrs. L. Goodspeed
Mrs. K. Guilford
Mrs. H.H. Loechner
Mr. P. Michalyshyn

Mr. D.J. Alexander
Ms. S.A. Arnason
Mr. W. Dutka
Mr. R. Friesen
Mrs. L. Goodspeed
Mrs. K. Guilford
Mrs. H.H. Loechner
Mr. P. Michalyshyn

BOARD OF REFERENCE

The Board of Reference is established by authority of Section 8 of The Public Schools Act and has existed since 1960 following the introduction of the school division plan in Manitoba. With several responsibilities as set out in The Act, the board provides opportunities for school boards, municipal councils and local government district administrators to have changes in the composition of school divisions and school districts considered. In addition, the board's activities provide for requests of resident electors and councils of Indian Bands to deal with land transfers and ward and trustee issues. The review procedures and policies formulated by boards of reference in the years of its operations have made for a relatively simplified process to deal with needs of individuals and organizations.

Citizens of Manitoba are appointed to the board by the Lieutenant-Governor-in-Council usually for one year terms. Reappointments for succeeding terms are not unusual. The board, in 1982, consisted of five voting members and a secretary. All five members have served the people of Manitoba in capacities other than as members of the board prior to their appointments. They have been involved as trustees of school divisions and served as reeves and councillors of municipalities throughout the province.

The composition of the Board of Reference during 1982 included:

Chairman —
Mr. John W. Kuhl of Winkler, Manitoba
Vice-Chairman —
Mr. John O. Shineton of McCreary, Manitoba
Members —
Mr. Camille Chaput of Ste. Anne, Manitoba
Mr. Joe Sigurdson of Lundar, Manitoba
Mr. Ross E. Vasey of Winnipeg, Manitoba
Secretary —
Mr. Charles Bridle of Winnipeg, Manitoba

The board sits periodically as matters are referred to it by the Minister of Education. In each year there may be 15 to 30 sittings depending on the number of petitions and requests received.

THE COLLECTIVE AGREEMENT BOARD

The Collective Agreement Board is established under Section 150 of The Public Schools Act. Under Section 167(1) of this Act, the Board has jurisdiction to decide upon a question which arises as to whether:

a) in any case, a collective agreement has been entered into and the terms thereof and the persons who are parties to, or are bound by the collective agreement or on whose behalf the collective agreement was entered into;

b) a collective agreement is by its terms in full force and effect;

c) any party to collective bargaining has failed to comply with any of the provisions of Part VIII of The Public Schools Act;

d) a group of teachers is a unit appropriate for collective bargaining;

e) an individual can be properly classified as a teacher as defined under Part VIII of The Public Schools Act.

During 1982, The Collective Agreement Board was composed of the following members:

Chairman:
Dr. R.J. Duhamel
Vice-Chairman and Secretary:
Mr. A. Krawec
Appointees of The Manitoba Teachers' Society
Mr. W.J. Pindera
Mr. Don McKinnon
Appointees of The Manitoba Association of School Trustees
Mr. John Murray
Mr. N.G. Harvey

The Board did not meet during the year to hear a complaint.

Conciliations: January, 1982 to December, 1982

The Minister of Education, as required under Section 114 of The Public Schools Act, appointed conciliation officers to assist 18 school boards and division/teachers' associations in reaching a collective agreement.

Arbitrations: January, 1982 to December, 1982

A total of 7 school divisions/districts and division/teachers' associations found it impossible to reach a collective agreement and requested boards of arbitrations. These boards were appointed by the Minister as required under Section 115 of The Public Schools Act. Three case settlements were reached by the two parties and three requests for boards of arbitration were withdrawn; one award is still outstanding.

ARTICULATION COUNCIL OF SECONDARY AND POST-SECONDARY EDUCATION IN MANITOBA

The Articulation Council provides an opportunity for representatives of the various educational organizations to meet with representatives of the post-secondary institutions to discuss problems and concerns in articulation between secondary and post-secondary systems in education.

During 1982, the Council was responsible for the production of a provincial transfer guide, one of a series of projects undertaken by the Council during its six years of operation. The guide lists existing equivalencies for credit among colleges and universities. It was distributed to all high schools in the province as well as to the universities and colleges and was greeted by counsellors with enthusiasm.

The Council continues to pursue its objectives of sharing information, promoting understanding and considering problems that exist between the two levels of education it represents as well as among the post-secondary institutions. Membership in the Council includes representatives from the following organizations and institutions:

Assiniboine Community College
Brandon University
Department of Education
Keewatin Community College
Manitoba Association of Principals
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Association of Student Councils
Manitoba Teachers' Society
Red River Community College
St. Boniface College
School Counsellors Association of Manitoba
Universities Grants Commission
University of Manitoba
University of Winnipeg

TEACHERS' RETIREMENT ALLOWANCES FUND BOARD

28th June, 1982

The Honourable Maureen Hemphill,
Minister of Education,
Room 168, Legislative Building,
Winnipeg, Manitoba,
R3C 0V8

Dear Madam Minister:

In accordance with subsection 45(3) of The Teachers' Pensions Act, we are pleased to report on our administration of The Teachers' Retirement Allowances Fund for the year ended December 31, 1981. Appended to and forming part of this report are the following:

1. Statement of "Comparative Statistics" of significant aspects of the Fund covering the period from inception in 1925 to the end of 1981.

2. Report of the Provincial Auditor on his examination of the accounts of the Fund for the year ended December 31, 1981, as required by clause 45(3) of the Act.

3. Financial Statements in respect of the year ended December 31, 1981, as follows:

   Exhibit A — Balance Sheet as at December 31, 1981.

   Exhibit B — Statement of Changes in Benefit Reserves for the year ended December 31, 1981.

   Schedule 1 — Summary of Investments as at December 31, 1981.

   Schedule 2 — Summary of Investment Income for the year ended December 31, 1981.

   Notes to the Financial Statement for the year ended December 31, 1981.

4. Actuarial Report as at January 1, 1981.

Investments:

During 1981, new funds generated were invested as follows:

	% of total	Cost (thousand $)	Average Yield
Bonds — Canadian, Provincial and Municipal Governments	8.2%	$ 2,084,	15.91%
— Canadian Corporations	10.0	2,525,	17.73
Total Bonds	18.2%	$ 4,609,	16.90%
Mortgages — Insured, N.H.A.	32.7%	$ 8,255,	14.68%
— Insured, other	12.3	3,119,	16.58
— Uninsured	3.5	890,	16.87
Total Mortgages	48.5%	$12,264,	15.32%
Total Fixed Income	66.7%	$16,873,	15.75%
Mortgage Investment Corp. Shares	2.2%	$ 550,	
Real Estate Equity	31.1%	$ 7,847,	
Total new investment	100.0%	$25,270,	

In addition, the Fund had outstanding investment commitments at December 31, 1981, for subsequent funding, as follows:

	Amount (thousand $)	Average Yield
Bonds — Canadian Corporation	$ 2,000,	14.75% plus participation
Mortgages — Insured, N.H.A.	3,265,	17.21%
— Insured, N.H.A.	1,294,	floating rates*
— Insured, Other	285,	18.00%
— Insured, Other	1,222,	floating rates*
Total Mortgages	$ 6,066,	
Total Fixed Income	$ 8,066,	
Real Estate Equity	7,445,	
Total	$15,511,	

*Rates on these mortgages will be established at "market" on or about the time the related projects are completed.

During the year, the net assets of the Fund increased by more than $38,000,000. to total $222,754,600. at December 31, 1981. The following summary of the distribution of these assets and changes from the preceding year indicates the general effect of the Investment Committee's policy during the year:

	December 31, 1981		
	Amount (thousand $)	**Percent of total**	**Change in percent of total from 1980**
Uninvested assets	$ 7,425.	3.33	+ .33
Temporary Investments	29,969.	13.46	+ 4.80
Bonds and debentures issued or guaranteed by:			
Canada	15,083.	6.77	− .41
Manitoba	20,858.	9.36	− 1.95
Other Provinces	7,775.	3.49	− .75
Municipalities, schools, hospitals —			
Manitoba	10,050.	4.52	− 1.30
Other Provinces	3,397.	1.52	− .36
Canadian Corporations	38,074.	17.09	− 2.70
Mortgages:			
N.H.A. Insured	39,400.	17.69	+ .07
Other Insured	12,986.	5.83	+ .50
Uninsured	7,347.	3.30	− .08
Fixed Income Fund Units	2,000.	.90	− .19
Equities	1,300.	.58	+ .17
Real Estate Equity	27,091.	12.16	+ 1.87
	$222,755.	100.00	

The rate of return on the average net assets of the Fund for 1981 was 11.90%.

Pensions:

During the year there was a net increase of 72 in the number of retirement income and other monthly benefits being paid. Following is a summary of persons receiving different types of retirement income benefits at December 31, 1981:

Regular service pensions —	
to retired teachers	2,646
to dependents or estates of deceased retired teachers	73
Disability pensions —	
to retired disabled teachers	138
to dependents or estates of deceased retired disabled teachers	4
Death Benefits —	
to surviving spouses or children of deceased teachers	52
Special Annuities —	
to former teachers of retirement age not entitled to regular pensions	94
	3,007

Actuarial Valuation:

We are pleased to report that the accompanying Actuarial Report as at January 1, 1981, shows a substantial improvement in the financial position of the Fund since the previous valuation as at January 1, 1978. The Fund's actuarial liabilities are now totally offset by actuarial assets compared with unfunded liabilities totalling $32,374,915. reported as at January 1, 1978. The principal reasons for this significant improvement were —

(a) favorable investment returns that enabled the Actuary to increase his assumed rate of return for future periods by 1% per year, and

(b) a change in the basis of the provincial guarantee of the rate of return on the Fund.

Although the existence of the provincial guarantee is unlikely to cause any payments to be made to the Fund in the next few years, it is reasonable to expect that some additional payments will be required over time. It is very important to note that the actuary states in his report that "The guarantee provides assurance to participants that all of the benefits promised will be able to be paid in full when they become due."

Board Membership:

During the year, Mr. Murray McKnight was appointed to the Board to replace Mr. Frank Altman as vice-chairman and Miss Marilyn Thompson and Mr. Kenneth Valainis were appointed to replace Messr's. Ralf Kyritz and Jack George, respectively, as members nominated by The Manitoba Teachers' Society. We wish to record our appreciation of the invaluable assistance in the administration of the Fund by Messr's. Altman, George and Kyritz, during their respective terms as members of the Board.

Subsequent to the end of the year covered by this report, Mr. Frank Kennedy found it necessary to resign from the Board on account of his health and, we must report that Mr. Kennedy passed away on May 19th, 1982. Mr. Kennedy's wit and wisdom in dealing with matters coming before the Board will be sadly missed.

Respectively submitted:

THE TEACHERS'S RETIREMENT ALLOWANCES FUND BOARD,

James G. Oborne, Chairman.

Members
Ethel M. Arnott
Kenneth Compton
Murray McKnight
Marilyn Thompson
Kenneth Valainis

TEACHERS' RETIREMENT ALLOWANCES FUND BOARD
COMPARATIVE STATISTICS 1925 to 1981

	Net Assets	Income From Investments			CONTRIBUTIONS			Admin. Expenses	Refunds	Pensions			
Year Ended 30th June	Thousand $	Thousand $	Approx. Rate of Return %	Number of Teachers Contributing	Teachers Thousand $	Province of Manitoba Thousand $	School Districts Thousand $	Thousand $	Thousand $	Cost Thousand $	Being paid at end of period	Added during period	Deleted during period
1925 to 1948	1,866.	628.	4.00		1,761.	248.	—	33.	279.	464.	109	192	83
1949	2,143.	66.	3.25	3,620	229.	49.	48.	9.	45.	60.	134	34	9
1950	2,477.	84.	3.25	3,650	292.	55.	54.	8.	73.	71.	150	30	14
1951	2,827.	86.	3.25	3,750	325.	58.	57.	8.	87.	81.	160	25	15
1952	3,261.	100.	3.25	3,800	362.	88.	87.	11.	105.	88.	178	28	10
1953	3,819.	121.	3.35	4,050	413.	121.	118.	10.	108.	98.	194	28	12
1954	4,461.	145.	3.55	4,200	471.	126.	123.	11.	107.	106.	205	28	17
1955	5,471.	172.	3.55	4,250	813.	137.	133.	13.	121.	110.	211	21	15
1956	6,335.	207.	3.55	4,400	656.	140.	136.	12.	141.	121.	230	33	14
1957	11,719.	283.	3.60	4,900	725.	204.	200.	18.	170.	232.	557	351	24
1958	12,908.	402.	3.75	5,200	875.	411.	378.	19.	200.	594.	602	65	20
1959	14,469.	571.	4.00	5,950	1,080.	417.	407.	20.	227.	668.	626	62	38
1960	16,437.	649.	4.25	7,000	1,313.	474.	442.	29.	199.	682.	648	45	23
1961	18,688.	757.	4.45	7,300	1,545.	502.	459.	26.	270.	716.	675	61	34
1962	21,043.	875.	4.65	7,300	1,606.	519.	475.	28.	316.	776.	725	73	23
1963	23,225.	1,030.	4.70	7,750	1,717.	529.	500.	36.	461.	1,097.	781	74	18
1964	25,316.	1,144.	4.85	8,700	2,247.	256.	527.	44.	531.	1,509.	895	148	34
1965	28,084.	1,281.	5.00	9,000	3,137.	201.	539.	40.	610.	1,750.	960	101	36
1966	30,387.	1,427.	5.00	9,400	2,962.	538.	287.	39.	803.	2,072.	1,032	102	30
1967	33,746.	1,574.	5.15	9,750	2,972.	1,017.	11.	44.	859.	2,251.	1,084	88	36
1968	36,839.	1,735.	5.35	10,650	3,655.	1,227.	20.	57.	904.	2,594.	1,155	120	49
1969	40,627.	2,008.	5.50	11,150	4,332.	1,394.	12.	56.	990.	2,906.	1,253	138	40
1970	44,828.	2,320.	5.60	11,650	4,710.	1,578.	13.	64.	1,116.	3,261.	1,357	143	39
6 mos. ended 31st Dec. 1970	46,311.	1,369.	6.00	11,750	1,806.	1,280.	5.	31.	649.	2,310.	1,458	124	23
year ended 31st Dec.													
1971	52,119.	3,125.	6.19	12,100	5,620.	3,123.	16.	90.	1,048.	4,955.	1,606	195	47
1972	60,249.	3,977.	6.40	12,000	6,281.	3,841.	10.	114.	1,244.	5,670.	1,737	182	51
1973	68,188.	3,996.	6.53	12,200	6,982.	6,100.	9.	123.	1,186.	7,076.	1,980	293	50
1974	77,256.	3,078.	4.43	12,300	7,862.	8,755.	8.	136.	1,449.	8,957.	2,176	244	48
1975	89,277.	7,008.	8.94	12,400	9,316.	7,538.	6.	168.	1,385.	10,661.	2,289	171	58
1976	101,988.	8,090.	8.91	12,500	10,656.	8,519.	5.	215.	1,471.	12,388.	2,416	175	48
1977	117,140.	9,260.	8.91	12,600	12,348.	9,322.	5.	290.	1,449.	14,018.	2,524	161	53
1978	137,127.	12,007.	9.91	12,716	14,538.	9,985.	11.	261.	1,499.	15,489.	2,649	187	62
1979	159,066.	14,917.	10.60	12,533	16,292.	10,859.	4.	292.	1,817.	17,212.	2,789	196	56
1980	184,458.	17,181.	10.53	12,471	18,065.	11,848.	5.	358.	2,174.	19,050.	2,935	218	72
1981	222,755.	22,877.	11.90	12,805	25,985.	12,617.	—	404.	2,191.	20,867.	3,007	143	71

THE TEACHERS' RETIREMENT ALLOWANCES FUND

AUDITOR'S REPORT

I report that the financial statements of The Teachers' Retirement Allowances Fund have been examined under my direction for the fiscal year ended December 31, 1981. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, the financial statements, being Exhibits A and B and Schedules 1 and 2, together with the notes thereto, present fairly the financial position of The Teachers' Retirement Allowances Fund as at December 31, 1981 and the results of its operations for the year then ended in accordance with the accounting policies stated in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

W.K. Ziprick, C.A.,
Provincial Auditor.

June 10, 1982,
Winnipeg, Manitoba.

Exhibit A

THE TEACHERS' RETIREMENT ALLOWANCES FUND

Balance Sheet as at December 31, 1981
(with 1980 figures for comparison)

ASSETS

	1981	1980
Investments, Schedule 1	$215,329,959	$178,926,479
Unamortized net adjustment to book value of securities sold before maturity	226,833	251,174
Accrued interest on investments	3,355,013	2,880,364
Investment income receivable	257,012	178,141
Balance of teacher and school division contributions owing by school divisions	2,398,129	2,238,507
Cash on hand and in bank	1,500,119	192,311
	$223,067,065	$184,666,976

LIABILITIES

Cheques issued and outstanding	$ 312,465	$ 208,670
Balance of Province of Manitoba Account	31,635	(22,916)
Benefit reserves, Exhibi B:		
Reserves for teachers' share of benefits:		
Basic	205,246,392	170,479,607
Pension indexing adjustments	16,596,905	13,463,271
Reserves for employers' share of benefits:		
Manitoba Teachers' Society	617,704	502,896
Manitoba Association of School Trustees	45,472	35,448
	222,506,473	184,481,222
Reserve for Fund's share of employees' pension benefits (Note 1,E)	216,492	—
	$223,067,065	$184,666,976

THE TEACHERS' REITREMENT ALLOWANCES FUND

EXHIBIT B

Statement of Changes in Benefit Reserves for the year ended December 31, 1981 (with 1980 figures for comparison)

	1981					1980
	Reserves for Teachers' Share of Benefits		Reserves for Employers' Share of Benefits			
	Basic	Pension Indexing Adjustments	Manitoba Teachers' Society	Manitoba Association of School Trustees	Total	Total
Additions:						
Contributions:						
Teachers	$ 22,606,695	$ 3,378,791	$ —	$ —	$ 25,985,486	$ 18,065,190
Province of Manitoba:						
Share of benefits charged	10,855,547	—	—	—	10,855,547	10,091,247
Re actuarial liability created by 1970 and 1973 amendments	1,613,300	—	—	—	1,613,300	1,613,300
Prior rural service of certain retired Winnipeg teachers	143,735	—	—	—	143,735	143,560
School divisions	—	—	—	—	—	4,860
Manitoba Teachers' Society	—	—	61,036	—	61,036	50,705
Manitoba Association of School Trustees	—	—	—	5,289	5,289	4,878
Others — Transfers under reciprocal agreements	449,596	—	—	—	449,596	304,235
Total contributions	35,668,873	3,378,791	61,036	5,289	39,113,989	30,277,975
Investment Income, Schedule 2	21,157,771	1,652,483	61,787	4,735	22,876,776	17,181,498
Total additions	56,826,644	5,031,274	122,823	10,024	61,990,765	47,459,473
Deductions:						
Pensions paid	18,961,513	1,897,640	8,015	—	20,867,168	19,049,593
Contributions refunded	2,191,325	—	—	—	2,191,325	2,174,297
Transfers under reciprocal agreement	316,266	—	—	—	316,266	468,273
Administrative expenses	404,355	—	—	—	404,355	357,787
Transfer to reserve for fund's share of employees' pension benefits to cover past service liability (Note 1,E)	186,400	—	—	—	186,400	—
Total deductions	22,059,859	1,897,640	8,015	—	23,965,514	22,049,950
Net increase for year	34,766,785	3,133,634	114,808	10,024	38,025,251	25,409,523
Balance at beginning of year	170,479,607	13,463,271	502,896	35,448	184,481,222	159,071,699
Balance at end of year, Exhibit A	$205,246,392	$16,596,905	$617,704	$45,472	$222,506,473	$184,481,222

Schedule 1

THE TEACHERS' RETIREMENT ALLOWANCES FUND

Summary of Investments as at December 31, 1981

	Par Value	Book Value
Fixed income investments:		
Bonds and debentures issued by, or guaranteed by, the following:		
Canada	$15,424,000	$ 15,082,802
Province of Alberta	165,000	164,534
Province of British Columbia	405,000	402,040
Province of Manitoba	20,894,000	20,857,813
Province of New Brunswick	965,000	960,221
Province of Newfoundland	1,150,000	1,142,655
Province of Nova Scotia	385,000	382,455
Province of Ontario	1,946,500	1,940,656
Province of Prince Edward Island	790,000	781,235
Province of Quebec	1,435,000	1,428,224
Province of Saskatchewan	575,000	572,670
Hospital districts	1,698,000	1,654,314
Municipal corporations	11,316,039	11,250,482
School districts and divisions	547,450	542,811
Corporations	39,530,839	38,073,932
	$97,226,828	95,236,844
Mortgages:		
Insured:		
National Housing Act (Canada)	39,447,832	39,400,495
Other	13,187,680	12,985,983
Uninsured	7,366,830	7,346,903
	$60,002,342	
Short term notes	$29,968,830	29,968,830
Units of fixed income fund		2,000,000
Total fixed income investments at amortized cost		186,939,055
Equity investments:		
Mortgage investment corporation shares, at cost		1,299,496
Real estate equity investments:		
Common shares, at share of equity value		6,926,277
Participating bonds, at cost		18,314,978
Qualifying shares, at cost		12,893
Interim project financing, at cost		1,837,260
Total real estate equity investments		27,091,408
Total investments, Exhibit A		$215,329,959

Schedule 2

THE TEACHERS' RETIREMENT ALLOWANCES FUND

Summary of Investment Income for the year ended December 31, 1981 (with 1980 figures for comparison)

	1981	1980
Fixed income investments:		
Interest	$19,917,216	$15,250,375
Amortization of discounts and premiums	19,692	(37,244)
	19,936,908	15,213,131
Equity investments:		
Dividends	119,886	61,225
Real estate equity investments:		
Interest and dividends	2,560,291	1,706,457
Adjustment due to change in book value of investment	259,691	200,685
	2,819,982	1,907,142
Total investment income, Exhibit B	$22,876,776	$17,181,498

THE TEACHERS' RETIREMENT ALLOWANCES FUND

Notes to the Financial Statements for the year ended December 31, 1981

1. Significant Accounting Policies:

The significant accounting policies are summarized below:

A) The Fund follows the accrual basis of accounting in all cases where the amount of the accrual is material, specifically teacher contributions and fixed investment income.

B) The investment income measurement policies consist of:

i) Fixed income investments:

Income on fixed income investments include the net effect of amortization of discounts and premiums on securities held as well as amortization of book losses on bonds sold before maturity in order to acquire other securities for an increase in net yield.

ii) Equity investments:

Each year the recorded value of equity investments, where a quoted market value is available, is adjusted to reflect the change in their market value. One-half of any un-realized appreciation is taken into income in the year and the balance is credited to the equity investment reserve. In any year that the market value decreases, the whole of the decrease is charged to the reserve. Allocations to the reserve will cease when it is equal to 20% of the market value of equity investments held. When an investment is sold the balance in the reserve pertaining to the investment sold is transferred to income. At the end of 1981 the only equity investments held in this portfolio were mortgage investment corporations shares in respect of which no quoted market values are available.

iii) Real estate equity investments:

a) Income from real estate equity investments, evidenced by participating bonds, represents the Fund's proportionate share of the net cash flow generated by the underlying properties with no allowance having been made for depreciation. An appraisal made by management of the properties as at September 30, 1981, indicated the market value of the Fund's share of the investment exceeded its book value. In the event the income from a property is insufficient to pay the costs of its operations, the Fund is liable to make additional payments, without limitation in amount, equal to its share of such a deficiency.

b) Income from real estate equity investments evidenced by common shares has been recorded using the equity accounting method whereby the book value of the investment has been adjusted to reflect the Fund's share of the book value of the company's net assets at its fiscal year ended September 30, 1981, with the offsetting entry recorded in income. An appraisal made by management of the properties as at September 30, 1981, indicated the market value of the Fund's share of the investment exceeded its book value. Three relative values are:

cost of shares purchased	$ 6,036,008
book value (equity accounting method)	6,926,277
market (book value plus share of appraisal surplus)	17,822,555

C) Pension Indexing Adjustment Reserve:

An allocation of teachers' contributions is made in accordance with the Act to the reserve. Interest is allocated to the reserve on the basis of the average rate earned by the Fund on total new fixed income investments made since establishment of the reserve.

Cost of living pension adjustment payments are calculated effective July 1 in each year and are based on the lesser of the increase in the Canadian Consumer Price Index for the preceding calendar year, or the amount, determined by an actuarial review, that could be paid without resulting in an unfunded liability in the reserve.

D) The financial statements do not reflect the financial position of the Fund on an actuarial valuation basis. In accordance with the Act, an actuarial valuation and report is required every 3 years. In his most recent actuarial report on The Teachers' Retirement Allowances Fund as at January 1st, 1981, the Actuary stated that the financial position of the Fund had improved during the period covered by his review. As a result of the limited utilization of the Province of Manitoba rate guarantee the Fund was in a sound financial position as of the valuation date.

E) The Fund is liable for payment of one-half of the pensions paid to its retired employees. By an actuarial review, it has been estimated that the Fund's future pension liability amounted to $186,400 as at December 31, 1980. By a transfer from the Basic reserve as of this date, the Board has established a reserve in the accounts to recognize this liability. The actuarial review also provided a formula to estimate the change in this account for the current year. In accordance with this formula, $32,363 has been included in the administrative expenses of the Fund to update this reserve to December 31, 1981. The Fund's share of actual pensions paid to former employees during the year was paid from the reserve and amounted to $2,271.

2. Guarantee by the Province:

Under the Act, the Province of Manitoba guarantees that a certain rate of return which varies based on actuarial assumptions, will be earned on the assets of the Fund. Any deficiency in annual earnings is made up by the Province; however, no payments have been required since 1975.

STUDENT AID APPEAL BOARD

Objectives

1) To investigate appeals against decisions of the Student Aid Branch concerning student assistance.
2) To make recommendations to the Minister based on the findings of these investigations.
3) To advise appellants on the policies and procedures of the Manitoba Student Aid Program and to provide financial counselling where required.

Activities

The board, consisting of a Chairman and six members, considered 386 appeals during the 1981/82 academic year. Forty-eight percent of appeals were successful, 42% denied, 4% were cancelled or withdrawn, and 6% were referred to the Student Aid branch for processing as reviews.

During the year, the board held regular hearings twice a week, usually at its offices. It also held a series of hearings at the major post-secondary institutions in Winnipeg and Brandon. The board encouraged students to support their appeal by personal or telephone interviews wherever possible, and 157 students met with the Board in person with an additional 193 involved in telephone interviews.

The five most frequent areas of appeal were work period contribution, bursary eligibility, parental contribution, other assets, and other costs. In many cases students and their families did not understand how applications were assessed and the board spent considerable time explaining the principles and policies of the Manitoba Student Aid Program.

In its annual report to the Minister, the board provided a detailed account of its operations and findings in 1982.

Appendix

Table 1

SCHOOL DIVISIONS AND DISTRICTS OFFERING EVENING SCHOOL COURSES - FALL/81-SPRING/82

No.	School Division/District	Academic, Vocation & Practical Arts Fall/81	Spring/82	Fall/81	Spring/82
1	Winnipeg	5,291	5,136	2,665	2,169
2	St. James Assiniboia	933	740	26	
4	St. Boniface	46	75		
5	Fort Garry			70	109
6	St. Vital	432	515		
9	River East	889	1,508	60	74
10	Seven Oaks	758	1,363		102
11	Lord Selkirk	486	952		
12	Transcona-Springfield	549	1,469		
13	Agassiz	50	125		
15	Hanover	280	351	122	124
16	Boundary	16	60		
17	Red River	10	22	14	
18	Rhineland			12	28
19	Morris MacDonald	16	32	11	44
21	Interlake	281	175		
22	Evergreen	329			
23	Lakeshore	35	54		
24	Portage La Prairie	175	155	13	
25	Midland		25		10
26	Garden Valley	39	133		20
27	Pembina Valley	12	14		
28	Mountain	70	124		
29	Tiger Hills	348			
30	Pine Creek	50	67		
1	Dauphin-Ochre Area		29		
32	Turtle River			3	
35	Swan Valley	94	154		
36	Intermountain	25			
39	Rolling River				10
41	Fort La Bosse		182		
46	Flin Flon			8	7
47	Western	26	47	23	15
2408	Whiteshell				9
2439	Sprague		15		
	Total Enrollment	11,240	13,522	3,027	2,721

Table 2

VOCATIONAL INDUSTRIAL AND VOCATIONAL OCCUPATION ENROLLMENT 1981-82

Agriculture	26
Air Conditioning & Refrigeration	33
Apparel Construction	23
Auto Body Repair	221
Building Construction:	
Carpentry	691
Piping Trades	33
Commercial Food Services	447
Commercial Baking	42
Cosmetology	382
Custodial Services	28
Dental Assisting	39
Dental Technology	21
Electricity/Electronics	473
Family & Community Services	158
Fashion Technology	23
General Metals:	252
Machine Shop	59
Sheet Metal	2
Welding	234
Industrial Design:	297
Commercial Art	239
Drafting	134
Graphic Arts	203
Photography	92
Institutional Services	30
Jewellery Arts	27
Landscaping	21
Laundry and Drycleaning	25
Media Arts	7
Mineral Science	28
Performing Arts	128
Plastics	30
Power Mechanics	1,218
Metals & Aerospace	34
Resources & Environmental Management	10
Total	5,710

Table 3

CORRESPONDENCE SCHOOL STATISTICS 1981-1982

		(over last year)
Number of Student Registrations	8,025	2.1% decrease
Number of Subject Registrations	10,146	.04% increase
School Students	5,303	7.1% decrease
Home Study Students	2,722	9.2% increase
Residents	7,891	2.9% decrease
Non-Residents	134	78.7% increase
Male	3,671	1.1% decrease
Female	4,354	2.9% decrease
Adult Courses	671	18.1% increase
Grades 1 - 3	27	same
4 - 6	30	36.4% increase
7 - 8	194	117.9% increase
9	274	18.7% decrease
10	3,020	9.4% decrease
11	2,009	4.3% decrease
12	1,800	4.5% increase

Table 4

ENROLMENT IN CORRESPONDENCE COURSES BY SUBJECT FOR THE SCHOOL YEAR 1981-82

	Grade 9	Level I	Level II	Level III
English	86			
Social Studies	56			
Mathematics	94			
Science	42			
Art	14			
Home Economics	16			
Exploration of Business	30			
Latin	20			
Ukrainian	30			
French	44			
German	26			
English 100		75		
English 101		162		
American History 100		193		
Mathematics 100		100		
Mathematics 101		194		
Geography 100		74		
Geography 101		145		
Science 100		63		
Science 101		132		
General Business 101		352		
Business Mathematics 102		183		
Typewriting 102		195		
Dactylographie 102		1		
Home Economics 101		132		
Power Mechanics 101		439		
Drafting 101		109		
Agriculture 105		773		
Art 101		173		
Latin 100		20		
Ukrainian 100		17		
German 100		81		
French 100		69		
Français 101		20		
English 200			80	
English 201			107	
Canadian History 200			109	
Mathematics 200			132	

ENROLMENT IN CORRESPONDENCE COURSES BY SUBJECT FOR THE SCHOOL YEAR 1981-82 (continued)	Level II	Level III
Mathematics 201	184	
Biology 200 — THE CELL	57	
Biology 201	52	
Physical Science 201	76	
Physics 200	116	
Chemistry 200	115	
Geography 200	77	
Business Principles 201	236	
Accounting 202	496	
Shorthand and Transcription 202	73	
Typewriting 202	140	
Dactylographie 202	2	
Latin 200	2	
Ukrainian 200	15	
German 200	26	
French 200	56	
Français 201	13	
Histoire du Canada 200	8	
History 201	212	
English 300		164
English 301		167
History 300		102
History 301		60
Mathematics 300		268
Mathematics 301		162
Topics in Mathematics 305		116
Statistics and Probability 305		116
Geography 300		124
Biology 300 — Genetics and Evolution		129
— Anatomy and Physiology		119
— Biochemistry		60
Biology 301		36
Physical Science 301		27
Physics 300		127
Chemistry 300		81
Anthropology 305		100
Accounting 302		130
Canadian Law 302		157
Economics 301		76
Latin 300		1
Ukrainian 300		1
French 300		39
Français 301		10
German 300		18

SUMMER SCHOOL STATISTICS FOR THE YEAR 1982

NUMBER OF STUDENTS REGISTERED:		46
Females	21	
Males	25	
	46	
NUMBER OF STUDENTS WHO COMPLETED THEIR COURSE:		16
NUMBER OF STUDENTS WHO DID NOT COMPLETE THEIR COURSE:		27
NUMBER OF STUDENTS WHO FAILED THEIR COURSE:		3
		46

Table 5

STATISTICS FOR TEACHER CERTIFICATION

Summary of Certificates issued January 1, 1982 - December 31, 1982

Certificates issued to students successfully completing a teacher education program at the University of Manitoba in 1982				279
Certificates issued to students successfully completing a teacher education program at the University of Winnipeg in 1982				90
Certificates issued to students successfully completing a teacher education program at the Institut pedagogique, St. Boniface in 1982				28
Certificates issued to students successfully completing a teacher education program at Brandon University in 1982				94
Regular students 79	P.E.N.T. 12	Project 3		
Certificates issued to students successfully completing a teacher education program at Red River Community College in 1982				16
Vocational Industrial	16			
Industrial Arts	0			
Business Education	0			
Professional Certificates				
Principal's — Valid in any School				541
Principal's — Valid in Elementary or Junior High				17
Special Certificates in Physical Education (2), Music (5), English (2)				1
First Class Certificates — P1A2				9
First Class Certificates — P1A3				17
First Class Certificates — P1A4				52
Special Vocational Industrial Certificates				6
Special Industrial Arts Certificates				18
Special Business Education Certificates				9
Certificates issued to teachers transferring their credentials from centers outside of Manitoba				8
Certificates re-issued to teachers who have received additional degrees or have lost their certificates				188
Certificates issued to teachers who have changed their names				161
Certificates that have been extended				250
School Clinicians				170
Psychologists	11	Reading	1	
Speech & Hearing	7	Social Workers	3	
Special Education Diplomas				22
TOTAL:				148
				2,124

Letters of Standing issued to teachers who have had their credentials assessed for certification purposes but, in turn, did not obtain a teaching position and were not issued a teaching certificate	175

Statistics Relating to the Activities of the Teacher Certification Office

Statements of Professional Standing for teachers leaving Manitoba	420
Statements of Normal School Training	85
Statement of Teaching Experience	37
Miscellaneous Statements (Summer School, Special Education)	8
Changes in classification resulting from university studies	1,050
Verification of classification to employers	2,430

Teacher Placement

Permits and Letters of Authority in the year indicated.

Permits	1980-81	1981-82	1982-83
Elementary	6	6	7
Secondary	16	10	10
Substitute teachers	12	44	40
Teachers in Private Schools under Shared Services Agreement	15	9	10
Letters of Authority			
Qualified teachers above entitlement	11	5	2
School Psychologists	1	2	—
Teachers in Private Schools under Shared Services Agreement	—	8	1
Teachers who have completed half the requirements for certification	7	13	17

Table 6

STATISTICS FOR STUDENT ACADEMIC RECORDS

Academic Transcripts Issued

1982

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
45	71	77	74	68	75	116	114	89	48	50	40	867

General Educational Development Transcripts Issued

1982

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
9	10	27	17	9	12	15	13	14	7	10	5	148

Academic Appraisals Completed

1982

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
10	12	16	19	9	16	20	12	19	14	11	10	168

Origin of Academic Appraisals

Canadian Provinces:			
British Columbia	2	Quebec	9
Alberta	2	Nova Scotia	2
Saskatchewan	5	Newfoundland	2
Ontario	3		
		Canadian Subtotal:	25
Others:			
Chile	3	Kuwait	2
Cyprus	1	Malaysia	1
Czechoslovakia	1	Nigeria	3
England	6	Pakistan	1
Egypt	1	Philippines	65
France	2	Red River Community College	6
General Educ. Development	3	Rumania	1
Germany	4	Scotland	1
Ghana	1	U.S.A.	7
Greece	3	U.S.S.R.	1
Guyana	6	Vietnam	1
India	9	Wales	1
Iraq	5	West Africa	1
Ireland	1	West Indies	1
Italy	1	Yugoslavia	2
Korea	2		1
		Other Subtotal:	143
		TOTAL:	168

GENERAL EDUCATION DEVELOPMENT TESTS FOR THE HIGH SCHOOL EQUIVALENCY CERTIFICATE

Activities

1. A Survey report "High School Equivalency Follow-up, 1981" was completed September, 1982 with credential holders in order to determine the usefulness of the GED Test program, the primary objectives of the study were to assess:
   - (i) student characteristics
   - (ii) student goals and expectations
   - (iii) the degree to which the credential helps fulfill student expectations

2. Consulting services for establishing instructional programs in the High School Equivalency program were provided for twenty educational jurisdications.

3. GED test service has developed a fully computerized test delivery program in cooperation with Management Information Services.

4. A Canadian Social Studies book has been developed for the Social Studies test.

5. A presentation on "Follow-up of GED Test Candidates" was made at the National conference for GED tests in San Diego, California.

6. GED Test Service in cooperation with Westman Media, Brandon and Videon, Winnipeg is presenting thirty-four, half hour programs to prepare test candidates for the tests.

Table 7

GENERAL EDUCATIONAL DEVELOPMENT TESTS

Permanent records, statements of standing and certificates of high school equivalency were prepared as indicated below:

	March 1982	June 1982	Sept. 1982	Dec. 1982	Special Sittings	Total 1982
Number Written	547	535	328	512	37	1959
Equivalency Certificate Achieved						
Grade 12	387	373	218	381	29	1388
Grade 11	34	28	16	22	1	101
Grade 10	19	18	7	9	2	55
Total	440	419	241	412	32	1544
No Equivalency Achieved						
Scores below minimum required	51	37	30	47	3	168
Did not write complete battery	8	13	8	11	1	41
Total	59	50	38	58	4	209
Rewrites						
Certificates Achieved						
Grade 12	23	31	27	21		102
Grade 11	4	3	6	10		23
Grade 10	3	9	2	4		18
Total	30	43	35	35		143
No Change in Equivalency	18	23	14	7	1	63
Total Rewrites	48	66	49	42	1	206

The Correspondence School also issued a total of 26 duplicate GED Certificates during 1982.

Table 8

ACADEMIC AWARDS AND MEDALS DISTRIBUTED

Governor-General's Bronze Medal - 1981

In 1981, forty-four Governor-Generals' Bronze Medals were awarded to students in Manitoba. The awards were distributed to the following students enrolled in the school listed:

Name	School
Allman, Sidney William	Garden City Collegiate
Appel, Fredrick Lewis	Grant Park High School
Bell, Harold	Elmwood High School
Block, Clayton D.	Glenlawn Collegiate
Boivin, Donna	Winnipeg Technical Vocational High School
Bray, Lynne	Ste Rose Collegiate
Buller, Marian Irene	Winnipegosis Collegiate
Dias, Manuela	Charleswood Collegiate
Duncan, Jay	Neelin High School
Finlayson, Scot Charles	Neepawa Area Collegiate
Glass, John Noble	Silver Heights Collegiate
Grenon, Michelle Margaret	Kelvin High School
Hart, Heather Dawn	Swan Valley Reg. Secondary School
Hrabchak, Cynthia Dawn	Sisler High School
Hunter, Susan	Miles Macdonell Collegiate
Kenny, Donna Gail	J.H. Bruns Collegiate
LeBlanc, Nadine	Hapnot Collegiate
Lee, Mona (Man Yee)	Nelson McIntyre Collegiate
Lerner, Cara Dawn	Joseph Wolinsky Collegiate
Lloyd, Carol Joyce	Gimli
Lowe, Dennis	Gordon Bell High School
Lysak, Constance Katherine	Dauphin Regional Comp. Secondary
McKibbin, Robert Douglas	Carman Collegiate
Messinbird, Audrey Pearl	Gilbert Plains Collegiate
Michalot, Darlene Sandra J.	Rorketon School
Mitchell, Sheila Anne	Sturgeon Creek Reg. Secondary School
Ohlson, Dan	West Kildonan Collegiate
Pepper, David	Vincent Massey High School
Reimer, Steven	Windsor Park
Rondinone, Maria	Daniel McIntyre Collegiate
Routledge, Leslie Thomas	Virden Collegiate
Ryckman, Debra	St. John's High School
Sahulka, Nadine Pearl	Lord Selkirk Reg. Secondary School
Scott, Robert	Transcona Collegiate
Shepherd, Sharon	Crocus Plains Regional Secondary School

Shewchuk, Alana Kathleen	Whitemouth School
Simons, Brent	River East Collegiate
Sokalski, Raymond	Churchill High School
Stevens, Mark M.	St. James Collegiate
Subrahmaniam, Rama	Vincent Massey Collegiate
Sub, Arun	Ethelbert School
Toews, Marnie	Steinbach Regional Secondary School
Tognet, Ginette Rita	Louis Riel Collegiate
Wilkinson, Ellen Frances	Portage Collegiate

Manitoba Government Book Awards - 1981

Book Awards were made to Faculty of Education students attaining the highest averages on examinations conducted by the University of Manitoba and Brandon University.

Name	University	Course
Dalzell, Patricia	Brandon University	Education
Grieger, Delores	Brandon University	Bachelor of Education
Labies, Helen C.	University of Manitoba	Certificate in Education (Elementary)
Rittberg, Beverley F.	University of Manitoba	Certificate in Education (Secondary)
Jamault, Maryvonne	Collège de St-Boniface	Certificat Élémentaire
Rath, Dorothea	Collège de St-Boniface	Certificat Secondaire

Table 9

STUDENT ENROLLMENT BY GRADES

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	
1969	6,930	515	14,604	21,613	20,484	20,522	19,958	19,826	18,789	19,112	18,033	18,641	17,587	15,587	13,349	245,550
1970	3,598	628	15,019	20,921	20,689	20,124	20,203	19,665		19,447	19,205	18,792	18,460	16,361	14,483	247,504
1971	3,485	709	14,912	19,574	20,023	19,818	19,736	19,984	19,603	20,260	18,921	19,148	18,084	16,483	14,827	245,567
1972	3,219	692	14,180	18,295	18,590	19,269	19,455	19,405	19,863	20,154	19,341	18,585	18,226	16,024	14,110	239,708
1973	2,980	777	14,664	17,044	17,325	18,261	18,959	19,318	19,121	20,386	19,451	18,884	17,391	16,143	13,865	234,569
1974	2,855	960	15,003	17,304	16,361	16,842	18,079	18,789	19,124	19,903	19,569	18,738	17,499	15,666	13,655	230,347
1975	2,847	1,043	15,651	17,691	16,291	15,909	16,602	17,997	18,688	19,842	19,287	18,929	18,016	15,955	13,629	228,377
1976	3,220	1,360	15,508	17,815	16,699	15,905	15,888	16,525	17,804	19,094	19,161	18,457	18,252	16,157	13,928	225,773
1977	2,857	1,496	14,990	17,559	16,840	16,249	15,648	15,735	16,258	18,344	18,501	18,456	18,185	16,275	14,010	221,403
1978	2,845	1,677	14,632	16,639	16,423	16,351	15,804	15,392	15,355	16,703	17,698	18,017	17,757	16,012	14,356	215,661
1979	2,857	1,639	14,594	15,873	15,470	16,043	15,924	15,414	15,080	15,686	16,060	16,947	17,221	15,739	14,223	208,770
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	201,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,137	1,780	13,915	15,392	15,201	14,962	14,785	14,966	15,294	15,977	15,924	14,707	15,357	14,264	15,406	200,167

These figures are compiled at September 30th of each year.

Table 10

UNITARY SCHOOL DIVISION

COMPARATIVE STATEMENT OF REVENUE AND EXPENDITURE

Revenue	1978	1979	1980	1981	1982
Manitoba Government	230,376,971	241,628,504	258,999,059	428,648,872	481,090,393
Government of Canada	1,807,937	2,149,326	2,207,640	2,720,183	2,783,954
Municipal Governments	165,698,958	185,428,438	215,290,679	102,882,654	121,521,090
Other School Boards	4,077,442	4,772,294	5,530,006	4,293,866	4,620,964
Other Sources	6,384,246	7,629,299	9,187,597	11,400,263	14,766,303
Total Revenue	408,345,554	441,607,861	491,214,981	549,945,838	624,782,704
Expenditure					
Administration — General	17,065,502	20,423,588	21,611,813	22,112,209	23,702,930
Administration — Instruction	22,261,885	24,095,491	26,388,968	25,075,580	20,975,577
Instruction	254,179,487	277,156,317	305,695,021	352,112,653	418,835,122
Plant Operation and Maintenance	46,206,419	50,183,535	55,981,905	62,492,167	71,608,791
Transportation of Pupils	17,770,739	19,322,106	21,955,287	25,280,313	29,088,025
Other Services	8,874,155	12,124,086	9,163,030	10,875,361	14,377,938
Capital: Debt Servicing	28,052,394	29,573,609	30,977,834	31,651,192	33,118,354
School Buses	1,992,026	2,148,127	2,899,012	5,372,854	5,073,980
Other	7,762,331	8,098,411	8,162,907	8,731,339	7,971,973
Transfers	2,270,451	2,393,405	6,752,281	4,107,170	2,354,001
Total Expenditure	406,435,389	445,518,675	489,588,058	547,810,838	627,106,691
Surplus for the year	1,910,165	(3,910,813)	1,626,923	2,135,000	(2,323,987)

Table 11

MANITOBA STUDENT AID BRANCH LOANS AND BURSARIES
(As at December 31, 1982)

	Number of Applications		Number of Awards				Amount Awarded	
	Number of Applications	Number Processed	Bursary Only	Loan Only	Bursary And Loan	Total	Bursary ($000)	Loan ($000)
A. Secondary								
Regular	4,091	3,631	3,363	–	–	3,363	948.5	–
Adult	526	474	394	–	–	394	223.0	–
Frontier	205	199	199	–	–	199	80.5	–
Sub-total Secondary	4,822	4,304	3,956	–	–	3,956	1,252.0	–
B. Post-Secondary								
University of Manitoba	3,666	3,453	6	2,220	947	3,173	1,373.4	5,476.3
University of Winnipeg	977	844	5	550	239	794	368.9	1,358.0
Brandon University	608	586	3	375	172	550	283.4	954.2
Red River Community College	1,387	1,296	5	906	223	1,134	293.7	2,205.6
Assiniboine Community College	327	302	2	214	53	269	74.5	563.0
Other — In-Province	1,083	1,018	1	656	277	934	581.0	2,265.6
Out-Of-Province	1,049	998	1	772	160	933	343.2	1,785.1
Sub-total Post-Secondary	9,097	8,497	23	5,693	2,071	7,787	3,318.1	14,607.8*
C. Special Programs***								
SOSAR**	115	107	107	–	–	107	199.9	–
Teacher Training and Handicapped	121	121	99	–	–	99	121.6	–
Special Opportunity Loan	46	46	–	46	–	46	–	55.1
Manitoba Government Grant	40	40	40	–	–	40	45.1	–
Manitoba Government Loan	20	20	–	20	–	20	–	29.3
Native Bursaries								
Secondary — Metis/Non-Status	957	904	858	–	–	858	85.8	–
— Status	270	250	237	–	–	237	23.7	
Prince of Wales/Princess Anne								
— Status	310	310	141	–	–	141	35.3	–
— Metis/Non-Status	191	24	24	–	–	24	22.4	–
Sub-Total — Native	1,728	1,488	1,260	–	–	1,260	167.2	–
Sub-total Special Programs	2,070	1,822	1,506	66	–	1,572	533.8	84.4
GRAND TOTAL***	15,989	14,623	5,485	5,759	2,071	13,315	5,103.9	14,692.2

* Of the $14,607.8 Loan Awarded to Post-Secondary Students, $578.8 is Manitoba Government Loan Rebate. Therefore, the Actual Amounts Awarded to Post-Secondary Students are $3,896.8 in Bursary and $14,029.0 in Loan.

** Special Opportunity Bursary for Social Allowance Recipients.

*** These students (except SOSAR) are eligible for regular secondary or post-secondary assistance in addition to special awards. The number of individuals who applied is 14,302.

Table 12

MANITOBA COMMUNITY COLLEGES STUDENT ENROLLMENT

	Jan. 1/81- Dec. 31/81 (r)	Jan. 1/82- Dec. 31/82 (p)
ASSINIBOINE COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	71	72
— Business And Administrative Studies	310	282
— Health And Personal Services	113	136
— Industrial And Technology	361	391
Sub-Total (Regular Day)	855	881
Adult Basic Education Courses	673	821
Evening Courses	2,087	2,060
Other		
— Agricultural Training	976	1,172
— Apprenticeship Courses	411	461
— Special, Short, Refresher, And Completer Courses	374	312
— Management Development & Training-In-Industry	—	15
Sub-Total (Other)	1,761	1,960
Total Assiniboine Community College	5,376	5,722
KEEWATIN COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	43	38
— Business And Administrative Studies	115	120
— Health And Personal Services	99	81
— Industrial And Technology	259	251
Sub-Total (Regular Day)	516	490
Adult Basic Education Courses	373	394
Evening Courses	1,282	1,283

MANITOBA COMMUNITY COLLEGES STUDENT ENROLLMENT (continued)

Other		
— Apprenticeship Courses	461	452
— Special, Short, Refresher, And Completer Courses	179	168
Sub-Total (Other)	640	620
Total — Keewatin Community College	2,811	2,787

	Jan. 1/81-Dec. 31/81 (r)	**Jan. 1/82-Dec. 31/82 (p)**
RED RIVER COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	461	454
— Business And Administrative Studies	1,987	1,926
— Health And Personal Services	624	670
— Industrial And Technology	2,102	2,123
— Teacher Education	120	127
Sub-Total (Regular Day)	5,294	5,300
Adult Basic Education Courses	1,776	1,858
Evening Courses	14,809	16,937
Other		
— Apprenticeship Training	1,737	1,717
— Correspondence Courses	168	224
— Special, Short, Refresher, And Completer Courses	875	962
— Management Development & Training-In-Industry	474	162
— Teacher Education — Summer Courses	195	182
— Evening Courses	26	48
Sub-Total (Other)	3,475	3,295
Total — Red River Community College	25,354	27,390

MANITOBA COMMUNITY COLLEGES STUDENT ENROLLMENT (continued)

	Jan. 1/81- Dec. 31/81 (r)	**Jan. 1/82- Dec. 31/82 (p)**
PROVINCIAL SUMMARY — ALL COLLEGES:		
Regular Day Courses		
— Applied Arts	575	564
— Business And Administrative Studies	2,412	2,328
— Health And Personal Services	836	887
— Industrial And Technology	2,722	2,765
— Teacher Education	120	127
Sub-Total (Regular Day)	6,665	6,671
Adult Basic Education Courses	2,822	3,073
Evening Courses	18,178	20,280
Other		
— Agricultural Training	976	1,172
— Apprenticeship Courses	2,609	2,630
— Correspondence Courses	168	224
— Special, Short, Refresher, And Completer Courses	1,428	1,442
— Management Development & Training-In-Industry	474	177
— Teacher Education — Summer Courses	195	182
— Evening Courses	26	48
Sub-Total (Other)	5,876	5,875
Provincial Total — All Colleges	33,541	35,899

(r) indicates revised enrollment data for the calendar year 1981
(p) indicates preliminary enrollment data for the calendar year 1982